DOCUMENT RESUME

ED 075 062 LI 004 301

AUTHOR	Hicks, Carroll Ann, Ed.
TITLE	The LTA in the Library World Today; Proceedings of the Workshop (Charlotte, N.C., March 3-4, 1972).
INSTITUTION	Central Piedmont Community Coll., Charlotte, N.C.; Council on Library Technology.
PUB DATE	73
NOTE	129p.;(6 References)
AVAILABLE FROM	Richard L. Taylor, Publications Chairman, Wilbur Wright College Library, 3400 North Austin, Chicago, Illinois 60634 ($4.00)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Librarians; *Library Instruction; *Library Technicians; Personnel Needs; *Role Perception; *Staff Utilization; Subprofessionals; Workshops
IDENTIFIERS	*Library Technical Assistants; LTA

ABSTRACT

The program of this two-day workshop was designed to be somewhat general in nature in order to present an overview of the current LTA (Library Technical Assistant) position within the library profession. It was felt that many participants from this area had less exposure to the LTA training programs and needed a more general summary to show the situation of the LTA. Throughout the workshop several salient points were emphasized again and again: (1) the need to re-define the role of the professional librarian and that of the LTA, (2) the need for a specific salaried position for an LTA, and (3) the need for further education of those already in the library field to understand better the potential of the LTA. The workshop was quite successful both in attendance and in the outcome of the meetings as evidenced by these proceedings. (Author/NH)

ED 075062

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THE LTA IN THE LIBRARY WORLD TODAY

Proceedings Of The Workshop
Sponsored By

Council On Library Technology,
Eastern Region

Co-sponsored By
Central Piedmont Community College
Charlotte, North Carolina

March 3-4, 1972
Charlotte, North Carolina

Edited By
Carroll Ann Hicks

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PREFACE

Carroll Ann Hicks

The two-day workshop held in Charlotte, N. C., March 3-4, 1972 was the second for the Eastern Region of the Council on Library Technology. The program was designed to be somewhat general in nature in order to present an overview of the current LTA position within the library profession. It was felt that many participants from this area had less exposure to the LTA training programs and needed a more general summary to show the situation of the LTA. This assumption was proved correct as some acknowledged an unawareness of a true LTA as opposed to the more general designation of "paraprofessional."

At the first session, Miss Delores Vaughan from the Library Education Division of ALA discussed the development of the idea of trained LTA's. This presentation was designed to bring into focus the idea of devising one or two-year programs especially for Library Technical Assistants. She also discussed the role which ALA has played in developing guidelines for the various levels of library personnel. Questions were particularly addressed to the idea of the transferability of this level of course work to the BA level to even, perhaps, the MS level. Dr. Jerry Ayers then presented facts from a survey of library needs in the schools in the Southern Appalachian region. This survey was part of a larger study he was conducting and pointed out quite well the need for LTA's in this area.

After the luncheon, a panel of LTA's and either employers or potential employers discussed the training LTA's received and their job situations.

Questions from the floor raised the issue of substituting a professional librarian with an LTA - which might bring about a re-evaluation of the job duties in the particular situation. The program for the day was concluded with a presentation by the COLT president, Mrs. Dorothy T. Johnson, of on-the-job descriptions of LTA's at work in the Cleveland area via slides. Though the tasks illustrated were in a particular situation, the generalities would carry over into any other system.

The Saturday program began with Mr. James Rogers of Cleveland Public Library describing the use of LTA's in the area of Urban Services. He spoke of the struggle to obtain salaries for these people and of the great potentialities they have on-the-job. More than that, he showed the potentiality the library has to be a meaningful institution in servicing people in cities today. Mrs. Mayrelee Newman of Appalachian State University brought the last idea even further. In stressing library technology and technicians as a part of Future Shock, she spoke of the library future and the part LTA's can, and will, play in it.

Throughout the workshop several salient points were emphasized again and again: 1) the need to re-define the role of the professional librarian and that of the LTA, 2) the need for a specific salaried position for an LTA, and 3) the need for further education of those already in the library field to understand better the potential of the LTA. The workshop was quite successful both in attendance and in the outcome of the meetings as evidenced by these proceedings.

The editor wishes to thank all COLT members, especially Dorothy Johnson, Sister Mary Chrysantha Rudnick, Richard L. Taylor and Noel Grego, without

whose help the workshop would not have been possible. A special word of thanks also goes to Mrs. Betty Kilday, without whose help these proceedings might not have been published.

PROGRAM

Friday, March 3, 1972
Presiding: Carroll Ann Hicks

9:00 A.M. Registration

9:45 A.M. LTA's - Past, Present and Future
Delores K. Vaughan, Executive Secretary, Library Education Division, American Library Association

11:15 A.M. School Library Needs in the Southern Appalachian Region
Dr. Jerry Ayers, Administrative Assistant, College of Education, Tennessee Technological University, Cookeville, Tennessee

12:30 P.M. Luncheon

Presiding: Vera Melton, Director, Library Services, Dept. of Community Colleges, Raleigh, North Carolina

2:00 P.M. The Employer and the Employee Look at Each Other and at Themselves (Panel)
Rosalind Campbell, Librarian, Caldwell Community College and Technical Institute, Moderator

Employees (LTA's):
Margaret Barron, Supervisor of Circulation, Cuyahoga Community College

Ethel Hannah, Cleveland Institute of Art

Marion Arter, Library Media Technical Assistant, West Media Center, Cleveland Public Schools

Gloria Earley, Catawba Valley Technical Institute, Hickory, North Carolina

Employer or Potential Employer:
Harry Cooke, LRC Director, Catawba Valley Technical Institute, Hickory, North Carolina

Jim Carruth, Director of Educational Media, N.C. State Dept. of Public Instruction

S. A. Festa, Director, Instructional Materials Center, Burlington City Schools, North Carolina

3:30 P.M. The LTA at Work
Dorothy T. Johnson, COLT President, Cuyahoga Community College, Cleveland, Ohio

Saturday, March 4, 1972
Presiding: Dorothy Johnson

9:30 A.M. A Need for Libraries to Reorder Priorities
James E. Rogers, Director of Urban Services, Cleveland Public Library, Cleveland, Ohio

11:15 A.M. Technicians in Future Shock
Mayrelee Newman, Associate Professor, Educational Media Dept., Appalachian State University, Boone, North Carolina

12:15 P.M. Luncheon

2:00 P.M. Adjourn

SCHOOL LIBRARY NEEDS IN THE
SOUTHERN APPALACHIAN REGION

INTRODUCTION

Carroll Hicks, Chairman

Our speaker is Dr. Jerry Ayers. I'm going to give you a very brief summary of what he has done, because if I tried to tell you what he has done in depth, I'd be here until noon. First on the list (and I had to put this first because the meeting is in North Carolina) is that Jerry was on the faculty at Lenoir Rhyne College at one time. He has been a Research Assistant at the University of Georgia; Assistant Director of an NDEA Institute in Early Childhood Education; and Associate Director for Organization and Management of the Georgia Educational Models, College of Education, University of Georgia. Also, while he was there he was the Associate Director of the Georgia Educational Television Evaluation Project. Currently he is Administrative Assistant for Special Services and Associate Professor of Education, College of Education, Tennessee Technological University. There he co-ordinates research activities and prepares proposals for research and instructional institutes for the College of Education. Currently, he is also a Director of Improved Use of the Media Center in Reading Instruction, a year long program sponsored by Title IIB of the Higher Education Act. He is also Director of a USOE Project designed to assist school library staff needs in the Southern Appalachian Region. Last night when I picked Jerry up at the airport (that sounds great, I picked him up at the airport last night) he told me that his school has just received a grant for a proposal he wrote earlier and he has another Spring-Summer type project which he will be working on. So, we are awfully glad that he could spare just a few minutes to be with us, if nothing longer than that. Without further ado, Dr. Jerry Ayers. Also, after his talk if you have any questions, please feel free to ask them. Thank you.

PRESENTATION

Jerry B. Ayers

That's some introduction I just got. There is one thing that Miss Hicks didn't talk about that I've got to bring up after sitting on the back row listening to the earlier discussion concerning the past, present and future of LTA's. I believe our colleague from Orangeburg said, "What happens to these technicians, these people that get these two year degrees?" Well, I know of a case of one that got a degree in Civil Technology, in other words to be a Civil Engineering Technician. He conned the school into taking some credits, and he wound up with a Bachelor's degree in Physics and Math. He went from there to the Oak Ridge National Laboratories and operated a cyclatron. Twelve years later, he finds himself talking to a group of librarians, library educators and whatever else is in the audience. So there is one real life situation of what happens to an individual who has this two-year technician's degree. I couldn't resist bringing that up. The other thing that I was going to use as an introduction to this talk this morning, and I think it is somewhat appropriate, is a little cartoon I have. I realize you cannot read what the little fine print says so let me read it to you. "Jones, you're too specialized for curriculum, not old enough to be Superintendent, too broad for Department Head, wrong image for Principal, too much experience for Classroom, I suggest you get into Educational Technology." This is sort of the situation I'm in. I've had a variety of experiences and I'm not sure how they all fit together but every once in a while I find out that I can use these things. I had a lot of drafting experience back in my engineering technician days, so every time somebody in the College of Education needs a chart drawn, you know who has to get out his drafting equipment that he just happens to have retained after fifteen years. One of these days

I'm going to throw it out the window and send them down to the Engineering School that we have at Tech. But, that's neither here nor there.

How did I get into the field of Library Science and Library Personnel? About two years ago I went to Tennessee Tech with the sole purpose of trying to co-ordinate the research in the College of Education to generate some research and to try to find some outside sources to help the college's program along. We have a small Library Science Department within the division of Elementary Education in our College of Education. We offer enough Library Science to provide certified Librarians for the public schools. Don Palk, our Library Science man, came to me and said, "Jerry, what can we do with regard to some kind of Library Science Program, institute, research, anything?" He was just fishing around. Nobody in the College of Education had ever had anything along these lines and he said, "What can you do to help us?" Well, we got to nosing around a little bit, and went to a meeting, a couple of meetings in Nashville, and we found that under Title IIB of the Higher Education Act, they had some money available for library training. So I became known as the Appalachian white man with the U. S. Office of Education. Their original guidelines emphasized minority groups: black, Chicano, Indian, etc; and I pointed out to the U. S. Office of Education in a joking manner, "You have overlooked Appalachia", so thereafter, I became known as the Appalachian white man. Everytime I would call the U. S. Office, they'd say, "Oh yes , you're the Appalachian white man down there." Well, in talking with U. S. Office of Education people about this project, and with other individuals, they would say, "Look, there is a real need to try and find out what the library personnel needs are in the Appalachian region." So with this idea in mind, we started looking around, looking at the literature, and eventually came up with a proposal that went to the

Atlanta Office of the U. S. Office of Education and were funded to do a study which was entitled, Library Staff Needs in Southern Appalachian Schools. The remainder of my presentation is a part of that report.[1]

Library education is in a period of transition. Technology has created the need for a reexamination of the use of library personnel in the schools. There is a particular need to focus on the use of paraprofessional personnel in school media centers and the number of individuals that may be needed in the future. This group of workers can help alleviate the shortage of trained personnel that exists in many libraries. The quality of library education lies in the constant expansion and revision of existing standards and programs as well as in the establishment and use of new ideas and concepts. Technology and research results must be organized to meet the growing needs of library education. In order to make full use of the public school libraries, a careful study is necessary to clarify status, outline duties, and implement training for paraprofessional library employees.

The Southern Appalachian Region has a number of school libraries financed through local and federal funds. However, there appears to be a need for additional trained personnel at both the professional and paraprofessional level. Studies by Seyfarth and Canady (1970), Canady (1971) and the National Education Association (1969) have pointed out the role and need for additional personnel in the media centers of the Appalachian Region. Of particular interest to these authors has been the role and scope of paraprofessionals in the schools. In other studies by the National Education Association (1970)

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[1]This report is being made as part of the activities of a project entitled "Library Staff Needs in Southern Appalachian Schools," Tennessee Technological University pursuant to Grant No. OEG-4-71-0072, Project No. 1-D-043, U. S. Department of Health, Education and Welfare, Office of Education.

and Drennan and Reed (1967), it was concluded that there would be a shortage during the 1970's of library personnel in a number of areas of the country, including the Appalachian Region. In a recent article in the Education USA (1972) it was reported that the full potential of the paraprofessional programs will not be reached "unless educators and other are willing to devote the time and money to make it happen." It was further pointed out that as a result of paraprofessional programs the learning achievement of students is increasing and that teachers have more time to utilize diagnostic planning and decision making skills. "Although instructional aide programs take additional funds per pupil, instruction costs can be lowered by using paraprofessionals." The major shortcoming which still exists in the use of paraprofessionals in the schools is the lack of training programs for professional school personnel in how best to utilize the paraprofessional.

School systems in the Southern Appalachian Region are of particular concern. The school systems offer limited educational opportunities due to a group of factors that tend to inhibit the development of quality education. Adequate educational opportunities have been hampered by a limited tax base, shortage of qualified personnel, and the absence of leadership in education. The public schools are the foundation for all education and the training and needs of personnel to work at this educational level must be up to date if the schools of the Region are to be improved. The improvement of library services in the Region can help alleviate some of the common deficiencies and, more important, help prevent deficiencies from reoccurring in children who are just beginning their academic careers. In order to upgrade the libraries and media centers of the public schools, it is essential that a detailed survey be made of the personnel problems of the Region.

With this background in mind, Tennessee Technological University applied to the U. S. Office of Education for financial assistance under Public Law 89-10, Title IV to conduct a survey of the personnel needs for the public school libraries of the Southern Appalachian Region. The remainder of this paper describes this research survey and some of the preliminary findings.

Definition of Terms: In order to clarify possible points of confusion in this paper the following definitions of terms are presented:

1. Paraprofessional-A classification of library employees consisting of a middle level of librarianship that spans the wide gap between the clerical and professional levels. Included in this classification are the titles, Library Technical Assistant and Library Assistant.
2. Library Aide or Clerk-A library staff member who performs simple routine duties, resolves simple tasks related to typical library goals and functions according to a specific routine or set of procedures. Generally, the assignment of duties is based upon clerical and secretarial proficiencies.
3. Southern Appalachian Region (SAR) - Those school systems within the states of Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia, that have been designated as Appalachia areas by the Appalachian Regional Commission.

Objectives of Study: In order to determine the needs of the Southern Appalachian Region and to better serve these needs, a research study was made with the following specific objectives in mind:

1. To determine the number of librarians now employed in the public schools, the number of vacancies that exist, and the anticipated employment rate for the next ten years in the Southern Appalachian Region.

2. To determine the number of paraprofessionals and library aides working in the libraries in the public schools, the number of vacancies that exist and the anticipated employment rate for the next years in the Southern Appalachian Region.
3. To determine the present level of education, duties, and needed training of paraprofessional library employees.
4. To provide data for the modification and establishing of training programs in order to better meet the needs of the Southern Appalachian Region.

Procedures: The study was confined to the Southern Appalachian Region of the United States. The other states in the Appalachian Region, i.e., Ohio, Maryland, New York and Pennsylvania were not included. The specific procedures for this study are outlined in the following paragraphs.

The State Department of Education in each state was contacted and asked to participate in this study. They were asked to supply the names and addresses of all school systems in the Appalachian Region of their respective states. Also, they were asked to provide any additional information available on the use of paraprofessionals and aides in the public school libraries. Five questionnaires were developed as part of the research study. These questionnaires were designed to be completed by superintendents, supervisors, principals, librarians, and paraprofessionals. Hereafter, the questionnaires will be referred to as the Superintendent's Questionnaire, Supervisor's Questionnaire, etc.

A pilot study was conducted employing the above instruments. A sample of 29 school systems was chosen at random from the total population of 394 school

systems in the Southern Appalachian Region. The Superintendent's Questionnaire was mailed to each school system. Based on an 86 percent return of the questionnaires, slight modifications were made in wording and the directions for completing the instrument were revised. The Supervisor's, Principal, Librarian and Paraprofessional Questionnaires were distributed to several appropriate groups for criticism and comment. Appropriate modifications were made in the instruments.

The Superintendent's Questionnaire was mailed to all school systems (exclusive of those used in the pilot mailing) in the Southern Appalachian Region in the early Fall of 1971. A total of 394 questionnaires, including the pilot mailing, were distributed. It was learned through the returns that three school systems had merged with other administrative units. Therefore, the net mailing was 391 questionnaires. The questionnaire was designed to seek demographic and routine institutional information and the opinions and ideas of Superintendents toward the use of librarians, library paraprofessionals and library aides in the public schools. The Superintendents were asked to supply the name and address of their Library or Materials Supervisor (if they had one) and the name and address of a high school and an elementary school in their system that employed library paraprofessionals. Data from the pilot study and mass mailing were combined.

The Supervisor's Questionnaire was mailed to a total of 120 Library or Materials Supervisors in the Southern Appalachian Region. Again routine demographic and institutional information was requested. Specific questions were asked of these individuals related to their feelings toward the use of aides and paraprofessionals and their opinions with regard to duties, training, etc.

The Principal's Questionnaire, Librarian's Questionnaire and Paraprofessional's Questionnaires were mailed to a total of 211 schools (108 elementary shcools and 103 high schools) in the Southern Appalachian Region. The names and addresses were originally supplied by the Superintendents of the respective school systems. The principal in each school was asked to complete the Principal's Questionnaire and to pass the Librarian and Paraprofessional Questionnaires on to the appropriate individuals. Again, routine demographic and institutional questions and questions to determine the attitudes, opinions and ideas of the principals and librarians toward the use of paraprofessionals were included in the questionnaires. The Paraprofessional Questionnaire sought routine information with regard to duties, training, etc.

The last phase of the project will be a series of interviews with supervisors, principals, librarians, and paraprofessionals in the Region. This data will be incorporated into the final report of the study. These interviews are currently underway by the project staff and will involve a minimum of fifty individuals at three levels, i.e., principals, librarians, and paraprofessionals. An undetermined number of Library Supervisors will be contacted.

Results: The results of this study are divided into four areas based largely on the questionnaire data received from four groups of individuals, i.e., superintendents, principals, librarians, and paraprofessionals.

School System Data (Superintendent's Questionnaire). The Superintendent's Questionnaire was sent to a total of 391 school systems in the Southern Appalachian Region. A summary of the precent return of this instrument is shown in Table 1. A total of 350 questionnaires were received representing an 89.5 percent return. The returns range from 75 percent for South Carolina

to 100 percent for Tennessee. The Superintendents seemed interested in the survey as evidenced by their attention to completing the questionnaire and the high percent return of the survey instrument.

TABLE 1

NO. SCHOOL SYSTEMS IN SAR AND PERCENT RETURN OF QUESTIONNAIRES

STATE	N	PERCENT RETURNED
ALA	52	92.3
GA	46	84.8
KY	73	82.2
MISS	34	85.3
N.C.	38	97.4
S.C.	4	75.0
TENN	66	100.0
VA	24	91.7
W.VA	54	85.2
TOTALS	391	89.5

Table 2 is presented in order to put the study into perspective in terms of the number of children and teachers in the Region. This table shows the number of teachers and estimated number of children by state and for the total Southern Appalachian Region. In 1970, there were 90,482 teachers in the Region and it is estimated that there were over 2,714,000 children. Based on U. S. Office of Education projections, these figures changed little

from the fall of 1970 to the fall of 1971. Based on projections made by the U. S. Office of Education, it is believed that the number of teachers and students in the Region will change little in the next ten years. Out-migration and declining birth rate will keep school enrollments at a near constant level.

TABLE 2

ESTIMATED NO. OF TEACHERS AND CHILDREN IN SAR

STATE	TEACHERS	CHILDREN
ALA	17,913	537,390
GA	9,133	273,990
KY	8,871	263,430
MISS	3,814	114,470
N.C.	6,552	196,560
S.C.	5,672	170,160
TENN	15,114	453,420
VA	4,817	144,510
W.VA	18,686	560,580
TOTALS	90,482	2,714,460

Table 3 shows a summary of the total number of librarians working in the public schools of the Region. In the fall of 1971, there were 2,973 librarians serving an estimated student population of 2,714,000 or one librarian for every 913 children. This ratio is over 3 1/2 times the recommended figure of one librarian or media specialist for every 250 children. As might be

expected there are only 64 (2.1 percent) men engaged in the schools as librarians.

TABLE 3

NO. LIBRARIANS IN SAR

SEX	N	PERCENTAGE
MALE	64	2.1
FEMALE	2,909	97.9
TOTAL	2,973	100.0

One hundred fifty three school systems (39.1 percent) employed one or more paraprofessionals in the schools (Table 4). With the exception of South Carolina, with only four school systems, Virginia had a higher percentage (63.6 percent) of school systems employing paraprofessionals in the public schools than any of the other states in the Region. It is further estimated that 183 (46.8 percent) of the school systems employed one or more library aides. Again (with the exception of South Carolina) West Virginia, North Carolina and Virginia reported that over 50 percent of their school systems employed one or more aides in the public school libraries.

TABLE 4

	N	PERCENTAGE
ESTIMATED NO. SCHOOL SYSTEMS EMPLOYING ONE OR MORE PARAPROFESSIONALS IN THE LIBRARY.	153	39.1
ESTIMATED NO. SCHOOL SYSTEMS EMPLOYING ONE OR MORE AIDES IN THE LIBRARY.	183	46.8

Table 5 shows a summary of the number of library paraprofessionals, by sex, that are employed in the Southern Appalachian Region. There are a total of 802 paraprofessionals employed in the Region, with 4.2 percent being males. West Virginia, with an estimated number of 184, employs more library paraprofessionals than any other state in the Region. West Virginia is followed by Alabama with 134 and North Carolina with 10.

TABLE 5

NO. LIBRARY PARAPROFESSIONALS

SEX	N	PERCENTAGE
MALE	34	4.2
FEMALE	768	95.8
TOTAL	802	100.0

Superintendents were asked to indicate their feelings toward "required," "desirable," or "unnecessary," features of paraprofessionals backgrounds. Table 6 presents a summary of the percent responses given by the Superintendents for each item. Over 59.4 percent of the Superintendents felt that high school graduation should be required of paraprofessionals as compared with 44.6 percent who felt that post secondary school study was desirable. The lowest percent response as either "required" or "desirable" was given to the item, parent of a school age child.

TABLE 6

DESIRABLE FEATURES OF PARAPROFESSIONALS AS RATED BY SUPERINTENDENTS (PERCENTAGES)

	REQUIRED	DESIRABLE	UNNECESSARY	N.RES.
SEC. SCH. ATT.	45.1	6.9	0.9	47.1
GRAD. FROM SEC. SCH.	59.4	8.9	0.3	31.4
POST SEC. SCH. STUDY	15.7	44.6	4.6	35.1
COLLEGE DEGREE	2.6	30.9	28.0	38.6
CLERICAL SKILLS	36.0	32.3	1.1	30.6
EXP. WITH CHILDREN	24.0	43.1	1.1	31.7
PARENT	1.1	24.3	38.6	36.0

Rating numbers 3, 2, and 1 were assigned respectively to the terms "required," "desirable," and "unnecessary." Table 7 shows the mean ratings given each of these items by the responding Superintendents. Graduation from secondary school, clerical skills, experience with children and post secondary school study received the highest mean ratings. A college degree and parent of a school age child received comparatively low ratings.

TABLE 7

MEAN RATING OF DESIRABLE FEATURES OF PARAPROFESSIONALS

	X	N
SEC. SCH. ATT.	2.84	185
GRAD FROM SEC. SCH.	2.86	240

TABLE 7 (CONTINUED)

	X	N
POST SEC. SCH. STUDY	2.17	227
COLLEGE DEGREE	1.89	215
CLERICAL SKILLS	2.50	243
EXP. WITH CHILDREN	2.33	239
PARENT	1.42	224

The number of library aides employed in the Southern Appalachian Region is shown in Table 8. A total of 930 aides were employed on a full or part-time basis in the public school libraries of the Region.

TABLE 8

NO. LIBRARY AIDES IN SAR

SEX	N	PERCENTAGE
MALE	42	4.6
FEMALE	888	95.4
TOTAL	930	100.0

Superintendents were asked to indicate their feelings toward several potential features of library aides backgrounds. The ratings are the same as those outlined for paraprofessionals. The mean ratings are shown in Table 9. Graduation

or secondary school attendance, clerical skills and experiences with children received the highest mean ratings.

TABLE 9

MEAN RATINGS OF DESIRABLE FEATURES OF AIDES

	X	N
SEC. SCH. ATT.	2.80	211
GRAD. SEC. SCH.	2.78	254
POST SEC. SCH. STUDY	1.91	232
CLERICAL SKILLS	2.48	263
EXP. WITH CHILDREN	2.23	247
PARENT	1.42	233

Considerable interest has been shown by numerous individuals in the wages that are being paid library paraprofessionals and aides. A total of 122 superintendents indicated the wages paid paraprofessionals and 148 superintendents indicated the wages paid library aides. The superintendents indicated the wages paid these individuals in several different ways. Table 10 shows a summary of the mean wages paid and the number of superintendents indicating the basis of calculations.

TABLE 10

MEAN WAGES PAID PARAPROFESSIONALS AND AIDES

	PARAPROFESSIONALS		AIDES	
BY HOUR	N = 17	$1.70	N = 51	$1.65
BY DAY	N = 17	$13.00	N = 13	$13.00
BY MONTH	N = 60	$281	N = 50	$259
BY YEAR	N = 28	$3,278	N = 34	$2,878

Table 11 summarized the sources of funds for the employment of librarians, paraprofessionals and aides. For example, 11 percent of the monies for librarian salaries are derived from Federal sources. In contrast, over half of the funds for the support of paraprofessionals and aides is drawn from Federal sources.

TABLE 11

SOURCE OF FUNDS (PERCENTAGES)

	LIBRARIANS	PARAPROFESSIONALS	AIDES
FEDERAL	11.0	53.0	62.6
STATE	22.3	34.7	32.5
LOCAL	66.7	12.3	4.9

The superintendents were asked to respond, yes or no, to nine questions related to paraprofessionals in the school libraries. Table 12 presents a

summary of the percent of superintendents responding yes to each question. Over 27.1 percent of the school systems have some type of Supervisory staff for the school libraries. The superintendents felt that their respective State Departments of Education should encourage the employment of paraprofessionals and that a majority of their school board members favored the employment of paraprofessionals. In-service training has been available in 35.4 percent of the school systems. The superintendents favored the development of a state salary schedule for paraprofessionals. It is interesting to note that less than 19 percent of the school systems have formal selection criteria for the employment of paraprofessionals, less than 15 percent have developed job descriptions for paraprofessionals and only 12.3 percent have developed a system for the evaluation of the performance of the paraprofessional.

TABLE 12

SUPERINTENDENTS RESPONDING YES (PERCENTAGES)

	PERCENTAGE
DOES DISTRICT HAVE LIBRARY SUPERVISOR?	27.1
STATE DEPT. SHOULD ENCOURAGE USE OF PARAPROFESSIONALS	58.3
IN-SERVICE TRAINING AVAILABLE FOR PARAPROFESSIONALS	35.4
PARAPROFESSIONALS FORCE REDEFINITION OF ROLE OF SCHOOL LIBRARIAN	53.4
SCHOOL BOARD FAVORS PARAPROFESSIONALS	64.3
FAVOR STATE SALARY SCHEDULE FOR PARAPROFESSIONALS	55.7
SELECTION CRITERIA FOR PARAPROFESSIONALS	18.9
JOB DESCRIPTIONS FOR PARAPROFESSIONALS	14.6
SYSTEMS FOR EVALUATION OF PARAPROFESSIONALS	12.3

What are the prospects for the future employment of librarians, paraprofessionals, and aides in the Southern Appalachian Region? Superintendents were asked to indicate the number of vacancies at each personnel level during the fall of 1971. They were also asked to indicate the number of additional individuals that they would like to employ by 1975 and by 1980. Table 13 contains a summary of these data. The superintendents indicated that by 1980 they would like to employ an additional 2,182 librarians, largely at the elementary school level. In the event sufficient funds are available to accomplish this goal it is estimated that there will be 5,155 librarians in the Region. Assuming a near constant student body of 2,700,000, there will be a ratio of one librarian to 534 students. This is about double the recommended standard of one librarian for every 250 students.

TABLE 13

VACANCIES FOR FALL, 1971 AND ESTIMATED ADDITIONAL PERSONNEL FOR 1975 AND 1980

	LIBRARIANS	PARAPROFESSIONALS	AIDES
FALL, 1971	131	257	184
FALL, 1975	927	1,318	1,484
FALL, 1980	1,124	1,562	1,954
TOTAL ADDITIONAL	2,182	3,137	3,622

The superintendents indicated a desire to employ additional paraprofessionals and aides. If the estimates of their needs are correct, it is possible that there will be available about four paraprofessionals for every five professional librarians and about 4.5 aides for every five professional librarians. Many

of the superintendents indicated that their respective school systems were very much interested in the paraprofessional and aide programs and were making every effort to meet the goals that were stated in the questionnaires.

School Data (Principals). The Superintendents on their Questionnaires indicated a total of 211 schools (108 elementary and 103 high school) employing paraprofessionals in the libraries. A set of questionnaires was sent to each of these schools. The set included a questionnaire for the principal, librarian and paraprofessional. The principals were asked to distribute the Librarian and Paraprofessional Questionnaires to the appropriate individuals, to complete the Principal's Questionnaire, and to return all three to the project director. The remainder of this section deals with information obtained from the Principal's Questionnaire.

One hundred and ninety three (91.5 percent) of the principals completed and returned the Principal's Questionnaire. No attempt has been made to break the data into type school, i.e., elementary and high school. One hundred and thirty seven principals indicated that there was one full-time librarian employed in their school. Eleven principals indicated that there were three full-time librarians. Twenty eight principals indicated that their school employed only a part-time librarian. A summary of this information is contained in Table 14.

TABLE 14

NO. LIBRARIANS IN SAMPLE OF 193 SCHOOLS

	N	PERCENTAGE
NO. FULL-TIME LIBRARIANS		
0	37	19.2
1	137	71.0
2	11	5.7
3	1	0.5
N.R.	7	3.6
NO. PART-TIME LIBRARIANS		
0	155	80.3
1	28	14.5
N.R.	10	5.2

Table 15 shows a summary of the number of paraprofessionals employed in the 193 schools. A total of 60 paraprofessionals were employed full-time and an additional 30 were empolyed on a part-time basis.

TABLE 15

NO. PARAPROFESSIONALS IN SAMPLE OF 193 SCHOOLS

	N	PERCENTAGE
NO. FULL-TIME PARAPROFESSIONALS		
0	126	65.3

TABLE 15 (CONTINUED)

	N	PERCENTAGE
1	50	25.9
2	2	1.0
> 2	2	1.0
N.R.	13	6.7
NO. PART-TIME PARAPROFESSIONALS		
0	158	81.9
1	19	9.8
2	4	2.1
> 2	1	0.5
N.R.	11	5.7

Table 16 shows a summary of the number of aides who were employed in the school libraries. A total of 109 aides were employed on a full-time or part-time basis. The principals were asked to rate their experiences as either satisfactory, unsatisfactory or no experience with paraprofessionals and aides.

TABLE 16

NO. AIDES IN SAMPLE OF 193 SCHOOLS

	N	PERCENTAGE
NO. FULL-TIME AIDES		
0	116	60.1

TABLE 16 (CONTINUED)

	N	PERCENTAGE
1	58	30.1
2	3	1.6
> 2	2	1.0
N.R.	14	7.3
NO. PART-TIME AIDES		
0	144	74.6
1	27	14.0
2	6	3.1
> 2	2	1.0
N.R.	14	7.3

Table 17 shows a summary of this data. It is interesting to note that only one principal rated his experience with paraprofessionals as unsatisfactory and one principal rated his experience with aides as unsatisfactory. Principals have indicated that their experiences with these groups of library personnel were quite satisfactory.

TABLE 17

PRINCIPALS (N = 193) RATINGS OF EXPERIENCES
WITH PARAPROFESSIONALS AND AIDES

RATING	N	PERCENTAGE
PARAPROFESSIONALS		
SATISFACTORY	90	46.6
UNSATISFACTORY	1	0.5
NO EXPERIENCE	78	40.4
NO RESPONSE	24	12.4
AIDES		
SATISFACTORY	135	69.9
UNSATISFACTORY	1	0.5
NO EXPERIENCE	43	22.3
NO RESPONSE	14	7.3

Librarian. A total of 211 Librarian Questionnaires were sent out. One hundred and ninety five were returned representing a 92.0 percent return. However, 16 forms were returned blank. Therefore, the information presented in this section of the paper is based on the returns from 179 librarians.

Table 18 shows a summary of the sex of the 179 librarians. It will be noted that only 6 librarians are male.

TABLE 18

SEX OF SAMPLE OF LIBRARIANS (N = 179)

SEX	N	PERCENTAGE
MALE	6	3.4
FEMALE	173	96.6
TOTAL	179	100.0

Table 19 contains a summary of the ages of the librarians. It will be noted that almost one third of the librarians are over the age of 50. Since there are approximately 3,000 librarians in the Southern Appalachian Region, this means that in the next 15 years approximately one third of the librarians will retire. By 1980 approximately 700 positions for librarians will have been opened because of retirement.

TABLE 19

SUMMARY OF AGES OF LIBRARIANS (N = 179)

AGE	N	PERCENTAGE
< 25	21	11.7
26-30	19	10.6
31-40	33	18.4
41-50	50	27.9
> 50	56	31.3

The librarians were asked to indicate if they had had experience with paraprofessionals or aides. Table 20 shows a summary of those librarians indicating that they had such experience. Sixty five librarians indicated that they had worked with paraprofessionals (36.3 percent) and 141 (78.8 percent) have worked with library aides.

TABLE 20

LIBRARIANS (N = 179) WHO HAVE WORKED WITH PARAPROFESSIONALS AND AIDES

	N	PERCENTAGE
LIBRARY PARAPROFESSIONALS		
YES	65	36.3
NO	114	63.7
LIBRARY AIDES		
YES	141	78.8
NO	38	21.2

Table 21 contains a summary rating by librarians of their experience with paraprofessionals. Three librarians (1.7 percent) indicated that they had had unsatisfactory experiences with paraprofessionals. An additional 22 (12.3 percent) indicated that they were uncertain of their experience with paraprofessionals.

TABLE 21

LIBRARIANS (N = 179) RATINGS OF EXPERIENCES WITH PARAPROFESSIONALS

RATING	N	PERCENTAGE
SATISFACTORY	43	24.0
UNSATISFACTORY	3	1.7
UNCERTAIN	22	12.3
NO RESPONSE	111	62.0

The librarians were asked to indicate if they had had any special training in working with paraprofessionals. Only 19 individuals (10.6 percent) indicated that they had had special training in working with paraprofessionals. The librarians were asked their opinions relative to the ratio of paraprofessionals to professional librarians and the ratio of library aides to professional librarians. A majority of the librarians felt that the ratio of one paraprofessional to one professional librarian and one library aide to one professional librarian was satisfactory. A small majority indicated a ratio of two to one for each of these groups.

Paraprofessionals. A total of 211 paraprofessional questionnaires were sent out. One hundred and eighty two (86.3 percent) were returned. However, a total of 83 were returned blank; therefore, the data in this section is based upon the 99 completed returns. Apparently, 83 superintendents are somewhat uncertain as to exactly where paraprofessionals are employed in their school system.

Table 22 shows a summary of the sex of the sample of paraprofessionals. Only one individual was a male.

TABLE 22

SEX OF SAMPLE OF PARAPROFESSIONALS (N = 99)

SEX	N	PERCENTAGE
MALE	1	1.0
FEMALE	98	99.0
TOTAL	99	100.0

Table 23 shows a summary of the age of the paraprofessionals. The median age for the group is about 40 years.

TABLE 23

AGE OF PARAPROFESSIONALS (N = 99)

AGE	N	PERCENTAGE
< 25	18	18.2
26-30	12	12.1
31-40	26	26.3
41-50	32	32.2
> 50	11	11.1

The paraprofessionals were asked to indicate any college credit that they may have received in Library Science or Media. Table 24 shows a summary of the number of quarter hours of credit. Only 19 individuals indicated that they had received some form of credit. This ranged from 1 to 18 quarter hours.

TABLE 24

NUMBER OF QUARTER HOURS OF COLLEGE CREDIT IN LIBRARY SCIENCE FOR PARAPROFESSIONAL (N = 99)

NO. HOURS	N	PERCENTAGE
0	78	78.8
1-5	8	8.1
6-10	6	6.1
11-15	4	4.0
> 15	1	1.0
NO RESPONSE	2	2.0

Table 25 shows a summary of the length of service of the library paraprofessionals and includes the 1971/72 school year. Twenty eight individuals (28.3 percent) are working their first year as a library paraprofessional. Two individuals (2.0 percent) indicated that they had completed more than six years of service.

TABLE 25

LENGTH OF SERVICE AS A LIBRARY PARAPROFESSIONAL (N = 99)

NO. YEARS (INCLUDING 1971-72)	N	PERCENTAGE
1	28	28.3
2	19	19.2
3	11	11.1
4	9	9.1
5	10	10.1
6	11	11.1
>6	2	2.0
NO RESPONSE	9	9.1

Table 26 shows a summary of the level of academic preparation of the paraprofessionals. About 70 percent of the group indicated that they had had some training beyond high school. Only one individual indicated that he had not completed high school education.

TABLE 26

LEVEL OF ACADEMIC PREPARATION OF PARAPROFESSIONALS (N = 99)

LEVEL	N	PERCENTAGE
SOME HIGH SCHOOL	1	1.0
HIGH SCHOOL GRADUATE	29	29.3
TWO YEARS OR LESS OF COLLEGE	38	38.4
MORE THAN TWO YEARS COLLEGE	23	23.2

TABLE 26 (CONTINUED)

LEVEL	N	PERCENTAGE
BACHELOR'S DEGREE	6	1.1
POST BACHELOR'S DEGREE WORK	2	2.0

No attempt has been made in this paper to summarize the data from the Supervisor's Questionnaire. The majority of the information contained on this questionnaire is of a free response nature and is currently undergoing extensive analysis. Also no data from the free response portion of the other questionnaires have been included in this paper. It is felt that a large amount of useful information can be gained from a careful analysis of these data.

Conclusions. This paper has presented part of the results of a study being conducted at Tennessee Technological University, under a grant from the Department of Health, Education, and Welfare, Office of Education, entitled Library Staff Needs in Southern Appalachian Schools. The project is by no means complete and the tentative conclusions presented in this section of the paper may be changed when the analysis of all data is completed. At this time, it appears that the following conclusions are warranted based on the results of this study.

1. Superintendents, principals, librarians and library paraprofessionals were interested in the study as evidenced by the high percent return of four lengthy questionnaires.
2. As of the fall of 1971, there were an estimated 2,973 librarians in

the public schools serving a population of approximately one librarian for every 913 students enrolled in the public schools of the Region. This ratio varied from state to state, and ranged from one to 600 to as high as one to 1,500.

3. About 45 percent of the school systems employ one or more paraprofessionals in the library and about 47 percent of the school systems employ one or more library aides.

4. It is estimated that there are 802 library paraprofessionals and 930 library aides in the Region. This means that there are approximately two paraprofessionals for every seven librarians and one aide for every three librarians.

5. Superintendents, principals and librarians were in unanimous agreement that there should be one paraprofessional and one aide for every professional librarian.

6. Paraprofessionals should have completed some work beyond high school, possess clerical skills and have demonstrated successfully their ability to work with children. Library aides should have completed high school, and have demonstrated an ability to perform clerical skills and work successfully with children.

7. Superintendents, principals and librarians are in favor of the use of paraprofessionals and only a small percent have had unsuccessful experiences with these individuals.

8. Only a limited number of school systems have developed criteria for the selection of paraprofessionals, job descriptions and methods of evaluation of performance.

9. Superintendents indicated that they thought their respective State Departments and local Boards of Education were in favor of the use of paraprofessionals.

10. Superintendents indicated a desire to increase the number of librarians in their schools by about 70 percent, and the number of paraprofessionals and aides by about 400 percent in each case. The major limitation to the employment of these individuals will be available funds. The superintendents did indicate that there was renewed interest at all levels in making funds available for more personnel for the libraries.
11. Over 25 percent of the school librarians will retire in the next eight years. Therefore, there will be a need for about 700 additional certified librarians to fill this gap.
12. There appears to be a need for better training programs for library paraprofessionals and aides, with particular emphasis on in-service programs.

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Question: The term Aide is different from that of Paraprofessional. What do you mean by Paraprofessional? One with a two-year training and an Associate Degree?

Ayers: We had to give a broad definition to get the superintendents to respond. Generally speaking, the paraprofessionals have had some kind of training specific to library science. It could range from in-service training in the schools for three hours on how to operate a library through two or more years of formal training. There is apparently no way to really pinpoint this issue without just specifically going through and asking how many people have obtained two years of college or two years of training. However, I will be able to provide some information on this point. It's getting down

to the point now of trying to decide what kind of information is really going to be valuable and what isn't. In this presentation, I have combined data to try to give you some broad picture about the people that are out in the schools. Again, as I said, my definitions may not be quite what they should be. And as you will see when I get down to several later tables, you will find the comparison between these two types of individuals with regard to training. Does that clarify or help the situation?

I'm not sure that it does but it is the sort of situation that we are in. To give you some idea, we have identified 802 that are categorized as paraprofessionals. Gentlemen, we are being discriminated against. To our knowledge, there are only 34 males. Again, I'm not sure that your definition of paraprofessional and that which the superintendents used is compatable. I don't think it is either, but again, this will give you some broad idea of the type of personnel, or the number of people, that we have in this area who are being classified in the school system in a particular manner. We asked the superintendents to tell us something about what they thought were desirable features or undesirable features of paraprofessionals in the schools. What I am giving now is percentage of response. Probably the main reason for some not responding was because they have not had any experience with this type individual. Sixty percent indicated high school graduation was mandatory, nine percent said it was desirable and 0.3 percent said it was unnecessary. What I'm getting at with this is that I think there needs to be some re-education of superintendents. I think that's one of the conclusions that will come out of this data, and I think it is a very valid conclusion. Only 15.7 percent said that post-secondary school study should be required. By the definition of a Library Technical Assistant there must be this post-secondary schooling. Less than three percent said that para-

professionals should have a college degree. Thirty-six percent of the superintendents felt paraprofessionals needed clerical skills; 24 percent felt they needed experience with children; and 38.6 percent said that experience with children was unnecessary.

Let's look at this another way. We gave these features: required, desirable, and unnecessary, a value of 3, 2, 1 and computed a mean rating. In summary the superintendents indicated that graduation from secondary school was the most important; post-secondary study the fourth highest in importance; and clerical skills and experience with children were lowest. How many of these library aides are there in the schools? By the superintendents' definition there are about 930 of them scattered in the Southern Appalachian Region.

Question: Are these figures overlapping? Could he be classifying some of his paraprofessionals as aides, or vice versa?

Ayers: No, he could not have. He could have misinterpreted. He could have classified some paraprofessionals as aides and aides as paraprofessionals, but there is no overlap because the questions were outlined very specifically to identify the aides and the paraprofessionals. The State of West Virginia has the largest number of what they classified as paraprofessionals, reporting 184, which is really questionable. I know in one large school system in West Virginia where they are utilizing individuals that have received initially about 200 hours of training in library science and then about 150 hours each year thereafter with about six librarians or professional people supervising this group. So this is one of the reasons this figure is so elevated in the State of West Virginia. North Carolina, as the lady has pointed out, probably has only a few true Library Technical Assistants.

Superintendents have said 110.

Question: The reason I made that statement, we had the only program in the state up until last year, and we have graduated five classes. Two of ours were hired as teacher aides, using federal funds, although they are operating in the library, and doing a magnificent job. And the others have been employed in other community colleges and other places.

Ayers: As I said, we tried to be very definite in what we said and tried to emphasize the importance of segregating these two groups (paraprofessionals and aides) and it didn't work. And this is one of the shortcomings that we have in this project. Here again, it was an attempt to do something. I think we succeeded partially anyway. The question has arisen, "What are paraprofessionals and aides being paid in the school libraries?" As you know all of the school systems have a different way of paying these people: hour, day, week, month, and year and it was very difficult to try to summarize data in such a way that it made sense. The range of salaries for paraprofessionals was from a low of $2,500 to a high of $8,000 in the region. The aides' salaries ran from something like a minimum of $2,000 up to about $4,000.

Question: How do you assess the impact of the drop of the birth rate on the projections that have been made?

Ayers: That's a good question and one I have not really gotten into but will. Just making a quick estimate the other night, we think that the things may hold pretty constant in terms of the number of kids in the region. Now there is going to be some out-migration, and I know that in our own area, the Upper

Cumberland Development District which consists of fourteen school systems in the Central part of Tennessee, has about 43,000 school age kids. The Upper Cumberland Development District has made some projections, and they say that kids in the area should drop by 1985 to something like 42,000. In other words, they are saying we will lose about 1,000 kids in the next fifteen years. I don't know how well this will hold for the whole Appalachian area. But when you get into some areas of Appalachia like Knoxville, Asheville, or some of the cities in West Virginia you have several large cities that right now have some potential for growth; and this may offset the losses in some of these rural areas. I can give you some accurate breakdowns for each of these states if you are interested.

Question: Did you say that those projections were based on a relatively stable school population for the next ten to fifteen years?

Ayers: Yes. That was the only assumption that I can make. I realize that there is an out-migration rate pretty much in the Appalachian region. Now from 1960 to 1970 in the Upper Cumberland Development District there has been a net loss in population of about one percent; but between 1950 and 1960, in this same area, there was net loss in population of about 8 to 9 percent. All of a sudden it's come to a screeching halt. Some of this out-migration that had been happening in the Appalachian region is slowing down. In our own area, some manufacturing is beginning to come in, which is beginning to retain some of the people. Ladies and gentlemen, I don't know how accurate my figures are. It's an attempt trying to make some sense out of almost nonsense, and I don't know whether we may just serve to confuse the issue. As I said, I've got much more information. I have a whole lot of information that we've gotten from the so-called paraprofessionals, and all

of it is in this little document that I have up here in front of me. Again, I had originally planned to come over here and talk about just what I had talked about this morning. However, I have gotten on the ball in the last few weeks and I have a great deal more information available. I'll be happy to talk with any of you in the next day or so or on the side about my findings.

Question: Will the ALA published criteria, guidelines, which included some job descriptions and behavior objectives, things of that sort; do they satisfy the need for further job descriptions? You indicated, and I've heard around, that there is a crying need for a specific job description.

Ayers: I think there is a need for a job description that these superintendents can understand. Some way or another -- it's just not getting to the superintendents though. That's my point, and I'm not sure how you can get it to them.

Question: You put a job description in your survey didn't you? You described specifically the background and qualifications?

Ayers: Yes. It was taken in part from the ALA materials. I may have it with me.

Question: And they claim to have 185 people that met those criteria but they didn't think that a secondary school education was essential?

Ayers: Yes, a few of them.

Question: It may be that they don't read too well.

Ayers: This may be a problem too. This is Appalachia, remember? As I said, the one thing that was real encouraging about this survey was the fact that on our first mailing alone we got back almost an 80 percent return. What amazed me was the fact that these guys were this interested in the project. I know from some other survey work that I've been involved in in the past, it was like pulling teeth to get information out of people.

Question: This, in a way, is a vehicle for informing the superintendents of their needs. I think it is very fine. How many superintendents? Did you go all the way across the board or did you just select those 86?

Ayers: 391. All 391 of them were contacted and I have in hand 350 that were analyzed for this study and about 10 or 15 more have been received in the last few days.

Question: Well now, is that 100 percent of the superintendents? It's not, is it?

Ayers: No. It's not quite 100 percent. I'm talking again only about the Appalachian Region. Now in the State of North Carolina, the actual number of school systems that you have that are defined by the Appalachian Regional Commission as Appalachian school systems are 38, and those are largely to the northwest of here. You get over as far as Winston-Salem and the other side of Gastonia, and everything west from there is considered Appalachia.

Carroll Hicks: I'm afraid our time has run out Jerry. I'm sure our speaker will be glad to discuss any further questions with you during the remainder of the session. Thank you again for coming. We will now adjourn until this afternoon.

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THE EMPLOYER AND EMPLOYEE LOOK AT EACH OTHER AND AT THEMSELVES:

A PANEL DISCUSSION

INTRODUCTION

Vera Melton, Director, Library Services
Dept. of Community Colleges, Raleigh, N. C.

Vera Melton: This afternoon, we would like to discuss The Employer and The Employee Look at Each Other and At Themselves. At these times when we hear so much about the importance of human relations, I think it is appropriate that we take time to look at ourselves as an employer or as an employee. Each of us takes a set of attitudes into any relationship with another human being and the employment environment provides an excellent opportunity for us to apply the basic attitudes about other people. If we believe in people, and if we are sensitive to their needs, we are more likely to find our relationship to be positive in the work world whether we are employees or employers. However, if we distrust people, if our attitude is negative, and if we put self before others, the work world is likely to create a problem for us.

It is equally important that we believe in what we are doing. The empolyer who believes in his business will want to attract confident, creative employees. He will be equally interested in helping them grow and develop in their work as each day goes by. The employer who does not have a sincere belief in his occupation, in his productive contribution, is certainly in the wrong business. All of us have a responsibility to help people find themselves in such an environment. In fact, this part of training and placement may be equally important along with the technical skills and training. Thus, it is important that we talk about our employment relationships.

So this afternoon our panel consists of people bringing a variety of experiences. Each is capable of helping us understand better the relationships we have with each other, the employer and the employee. We have with us today to moderate our panel Mrs. Rosalind Campbell, who is the Director of the Learning Resources at Caldwell County Community College and Technical Institute. Mrs. Campbell is responsible for the first Technical Assistant Program that we had in North Carolina. Her program has been in operation for some six years, so she represents to us, what we consider in North Carolina, an authority on technical programs in our community college system. So, Mrs. Campbell, if you would like to introduce your program and go on from there.

PRESENTATION

Rosalind Campbell: Thank you, Mrs. Melton. It's a happy occasion when I see as many people interested in this program as we have here today. I've met your president, Dorothy Johnson, on various occasions at the COLT meetings at Toledo, Ohio and at Bethlehem, Pennsylvania.

Two years ago at Rutgers University at the Institute for Library Technical Assistant directors, we had a great deal of discussion about the title for this position. We had media people there who were interested in Media Technicians; we had library people there from the academic and the public library field, who wanted this position to be called Library Technical Assistant. Therefore, we ended up with a happy compromise - The Library-Media Technical Assistant, which describes very well just what this person does. We talked about the advisability of going down the line with a survey of the needs for this position, of advisory committees, and we

rehashed all of the mistakes that people had made on the way. It has boiled down, now, to a pretty well-defined position, with a curriculum that crosses all parts of the general education program and also includes our library and clerical skills. And this afternoon, we are going to talk to some of the people who are working in the field, to some of the employers, and to perhaps some prospective employers who are interested in this position.

An examination of the literature for the past six years shows continuous concerns of the library and the AV professions with the role of supportive staff consisting of library and media technicians. Standards have varied from time to time, but with endorsement and, yes, even encouragement by ALA and AECT, we feel that the Library-Media Technical Assistant, or Media Technician, has emerged in the field of information science as a response to a need rather than by popular demand. We are here this afternoon to ask these people, and also the employees, how they view the position of the Library-Media Technical Assistant and the training which was necessary in preparing them for this job. Is their training adequate, and what tasks do they perform? What employment opportunities await them, and can they advance on the job? These are some of the things that we talked about a little bit this morning. How does this training compare with the in-service training that the Library Technicians have received in the past? I have prepared a few questions that we might just toss around, and instead of introducing these people, as Mrs. Melton introduced me, I'm going to ask them to tell you just who they are, and tell you where they received their training, what kind of work they are doing on the job, how long they have been employed, if they feel that the training they received was sufficient, or in what areas do they feel they need more training. Now I would like to start with Marion Arter.

Marion Arter: I'm a little surprised because I was going by the program and it seems I was third although I think I would rather be first. I'll feel better speaking and getting it over with. Well, I am a Library Technical Assistant. We have been called Technicians and, indeed, we have been called by a number of names! I received my training at Cleveland's Cuyahoga Community College where I received a two-year Associate in Arts degree. I had worked previously in the Cleveland school system as a Library Aide where I am now employed as a Technician. We have different levels of library work in the Cleveland school system. We have the junior aides, the senior aides, and recently they have made the position of technicians, or LTA's; of course, there are the professional librarians. I have worked since 1952 as a Senior Library Aide. After completing my course of study at Cuyahoga Community College, I was rehired, I suppose you might say. I had taken a year's leave of absence from the Cleveland school system to complete this course. I came back into the system as a Technician, and now I am at Lincoln West Senior High School. Now, Lincoln West Senior High School is a Media Center and it's a rather unique library because it is three libraries in one. It's a new building; and they decided to try a new experiment, I suppose, in the designing of schools. They decided to have the tenth grade on the first level, the eleventh grade on the second level, the twelfth grade on the third level, and a library for each level, on each floor. We are one system; we are manned by one staff; and yet we are three libraries in one. We have one Head Librarian, one Assistant Head Librarian, a staff of library aides and we have one technician - myself.

I would like to go back to explain in more detail some of my training. At Cuyahoga Community College I received training to assist in general library procedures, cataloging, educational media, and also certain liberal arts

courses. After graduation, I went on to Cleveland State University, which is a four year college, because I was interested in getting a degree in education. I'm interested in primary education, and I'm at present studying at Cleveland State University as a part-time evening student, and I work in the daytime at Lincoln West High School library. Eventually, I hope to enter Library School and earn a degree in Library Science. Now as to the things I do on my job, I do a little bit of everything!

I think I need to explain a little about our situation at Lincoln West. Our staff could stand to be a little larger as we are short of help and the result is that we have to double up a bit. Due to the fact that we are on three floors, the professional librarian and I have to divide our time between these three floors because I not only assist with the operation of our media, but I am also expected to be able to assist with the other operations of the library too. For instance, I am required to assist with the cataloging and accessioning. I am also required to assist the library aides. For example, if an aide is absent, I have to take her place at the circulation desk or on the floor of the library in assisting students, or any other capacity. We have also been trained to give assistance in what we call light reference work - that is the general reference work that the student might need help with. Anything that is more complicated, of course, would be turned over to the professional librarians; however, I feel we are able to give quite a bit of assistance there. As to the personal satisfaction that I derive from my job, I just feel that I am needed. I do feel that if we had more than one Technician, there would be plenty of work for another person to do. I feel that all levels of the library staff are needed. We most certainly couldn't have a library without the professional librarians. We also need the clerks and the library aides, who perform very important

duties. And we need, especially, I feel, the intermediate level of the Technician, as this person performs a service of assisting both the professional and the clerical staff.

Rosalind Campbell: Thank you so much. And now we have a technician from Catawba Valley Technical Institute in Hickory, North Carolina. Here is Gloria Earley who graduated last year from our own program at Caldwell Community College and Technical Institute.

Gloria Earley: I am Gloria Earley, and I am from Catawba Valley Technical Institute. I received my education at Caldwell Community College where I graduated from the two-year technical program there. I worked in the library at the college on the Work-Study Program and have done practicums in two different libraries. This experience has helped in giving me a background for what I do now.

What I do on the job, as one of the other members has said, is such a variety of tasks, especially in our situation where we are pushed so for help. One of my tasks is filing the shelf list cards and keeping them in order. I am in the process also of checking our catalog and making sure that the cards are neatly typed, revised, and mistakes straightened out. As some of the early work was done by different people, much of it was done in a rather haphazard way. Working on this, we have tried to build it to where it can best be used by students and staff. In adition, I do the typing, accessioning, and other jobs as needed. I catalog and type cards for all the AV material also. I have to check the hardware periodically and make sure that it is functioning properly. As for periodicals, it is important that I make sure they are coming in on time. I send out letters if any are

behind schedule.

I work in a technical library. We serve the community as well as students in our school. We have a specialized curriculum; therefore, we do have extensive materials in the technical and trade areas. I'm responsible for being knowledgable about these materials and helping with questions in any way that I can. I have been at Catawba Valley for a year, and I do enjoy working there very much. The training I received at Caldwell Community College has helped me extensively; it has given me the basis from which I can work. An LTA can leave the school and go directly into a library. Although all libraries are different, there are basics which are the same. Therefore, we can be flexible and go right into whatever system is used at that library. I feel, as for my personal satisfaction, that I'm well pleased. I enjoy my work, and I am made to feel that I can contribute whatever ideas I have. If I have questions or suggestions about policies, I go to our professional librarian. I can also work with the clerical staff and help them in any way that I can. Really, there is a very good working situation because, although we have different levels of work, we still work together as a team; that's the important thing.

Rosalind Campbell: Thank you, Gloria. On my left we have Ethel Hannah from The Cleveland Institute of Art, Cleveland, Ohio.

Ethel Hannah: I'm Ethel Hannah from The Cleveland Institute of Art, Cleveland, Ohio. I have worked in this special library two years as of July 1st this year. My background training was at Cleveland Cuyahoga Community College. Our staff consists of the Librarian, a Library Technician - myself, a clerk-typist, and six working scholarship students.

My duties are: accessioning the books, descriptive cataloging, general acquisitioning of library materials and taking charge of faculty reserve collections - that is, I have to compile a list for each teacher on ceramics, sculpture, or whatever, and this requires a special type of arrangement for their students' use. I follow through snags that we find during inventory. I supervise the entire library in the absence of our Librarian. I answer ready reference questions for students and faculty, and I also work at the Circulation Desk. I supervise the students in their bookmending preparatory for pamphlet bindings; I check processed materials which the clerk-typist has prepared before they go out for circulation. LTA's come with experience, oftentimes background training, and a basic understanding of the things we need to do. A Librarian and an LTA can function as two persons and as one unit.

Rosalind Campbell: Margaret Barron, I believe, is the next Technical Assistant that we will hear from. She is at Cuyahoga Community College at Cleveland, Ohio.

Margaret Barron: Thank you. I tried, before coming down here this afternoon, to practice these accents, because I think they are magical, and they add a lot to what has to be said, but I pranced back and forth in the room and I didn't come up with anything, so you will just have to be pleased with just this Ohio accent, whatever it may be. I guess you might say, as a source of indentification, that I represent the college and university area of Library Technicians. I do work at the Cuyahoga Community College Library, which as most of you know, is also the working address of Mrs. Dorothy Johnson. This is my third year at this particular library. As your program does read, I am the Library Technical Assistant in charge of Circulation.

Before I go any further, I think it would be necessary to go back and give you a little bit of background as to how I came into this position, because my meeting this position and its requirements aren't quite like the other two ladies from Ohio. I first worked in a library in high school for two and a half years as a library page, and I think you experience a little bit of everything working as a page. It just so happens that Mrs. Dorothy Johnson was my first employer, or boss, because she was the Children's Librarian at that time. Little did I realize we would meet in the same building again after a few years. I did leave, at that time, to attend college, and when I returned (at that point I did not complete college) it was in the position entitled Library Assistant. The duties were general clerical duties and included the training of pages, which prior to that time had been done by professionals. For some reason, I was designated as the person to cope with the pages; therefore, I took over this particular job. I also was in the catagory of the substitute who worked in the particular ethnic neighborhoods, which I enjoyed and which I requested whenever there were any vacancies because this just more or less happened to be an interest of mine which originated in childhood. And for those of you who are not really too aware of what Cleveland's nationality make-up is, I think we are a smaller version of New York. At that time, the majority of our ethnics were European with very few from the Asian area. So I felt that the only way I was ever going to be a contributing citizen of Cleveland would be to volunteer to work in these areas. It was quite rewarding.

After I left the Public Library, I went to the Cleveland Board of Education. I worked in the secondary school libraries, both junior and high school for approximately six and a half years' duration. Just about the time that I felt I was ready to meet a new challenge, the elementary school libraries

opened. Now, at the time that I entered the elementary school libraries, there was a shortage of professional staff, so I went in on the basis of college education under the title (for paper work purposes and nothing more) of part-time Librarian. This didn't make my head swell; it only made me realize that I was fortunate, because someone had the trust in me to give me this opportunity. It also gave me the opportunity to see what it was to really be a librarian; it was a little bit more than just standing in the middle of the floor and pointing to the books. I found that out! And, I really enjoyed the work. I knew eventually that I was going to be replaced by a professional, but this was fine since I felt that whoever the professional was, we could work together as a team. It just so happened that the professional whom I did work with, which was only for a short time, was a young lady who had no idea whatsoever as to what a library was for other than just books. There were a lot of little short-cuts that I could show her, because she was ready to quit the second week. Then I left and went on to another area.

I am now the Supervisor of Circulation at the Cuyahoga Community College Library. I have under my supervision two full time LTA's. These are LTA's who have had no library technology courses, nor do they have a degree. They are just there working in clerical positions. I also have under my supervision fifteen part-time student assistants who range in age from 18 to 35. Some of my duties are mainly those that have been listed in your general outline of Library Technical Assistants. They are mainly substituting, taking over whenever there is a need to take over for the LTA's who are absent and in the evening whenever the professional librarian has to be absent for some reason. I then perform the duties of general reference work on the second floor where our Reference Department is. My main responsi-

bility is not really written down in our job description, but it is something that drives me grayer every day - to act as a liaison between the library and the computer center. We are a completely automated library and we are supposed to be proud of this, but personally speaking, I think we went into this far too soon. Because we did, everyone else is waiting until we have completed all our headaches before they enter into it. So, my general responsibility every day, in addition to supervising the two LTA's and the 15 student assistants, is to keep abreast of the daily computerized and automatic circulation printouts that come down every morning. I have to check the discrepancy listing, which means that the computer does make mistakes (and it usually makes four page long mistakes). Then I have to go back to a Systems Analyst, who may have changed since last Friday, and who knows absolutely nothing about the library. He doesn't know library terminology, so we have to sit down and go over library terminology. I explain why we have to have volumes as well as copy numbers; why, if we are going to have the new type of data processing master card, we have to put copy numbers down since we do have more than one copy of a single title, and so on. This usually takes the better part of the day. It was suggested by one of the other Library Technical Assistants, who by the way has her degree, that every Friday we bring a little female flask and keep it in her desk drawer, and then we could just adjourn to the ladies room to toast the week's events. This might also be a suggestion, unofficially, for some of you others.

I am once again pursuing my course leading to a Bachelor of Arts Degree. I have taken some library technology courses. In June I will receive my Associate of Applied Science degree in Library Technology and I have to say that the way I will receive this degree will not be through the actual

course work, but through petiton by examination, and also based on the background that I have had in libraries. So this, of course, won't interfere with my pursuing my Bachelor of Arts degree. The junior college environment, I feel, is a composite of individuals from all walks of life. Virtually every racial and ethnic make-up, particularly in Cleveland with your Spanish-speaking people, Appalachians, Croatians, Asiatic Indians, Black, etc. can be found in the junior college environment. To be in the forefront daily, and to deal with all these people and their needs, and to take anything that they have to offer, and they usually dish it out, is most rewarding work. I feel that it takes a special input of knowledge of the social and economic make-up to work with these groups.

Now if you will remember, I said earlier that as a teenager and all the way through my working career, I have always asked to be placed in ethnic neighborhoods, and I know why now. It is because I have been given a lot of insight for working with these groups which has made it a lot easier even though there is a language barrier. A smile goes a long way, and pointing a finger goes even further. So I understand now just how to communicate. I don't think that I am an expert at it, but I'm getting there. I'm proud to say that along with this interest in people, and this has come as growing up from a child to adulthood, a tremendous amount of guidance and interest has come from the librarians that I have worked with. And because of this, I have been able to meet this challenge head-on. And if there is any such thing as paying homage to a person while they are alive, then to Mrs. Johnson, I have to say thank you.

Rosalind Campbell: Well, since I think we now have a pretty good idea of how the LTA's feel about themselves, I would like to direct a few questions

to some of the employers who are sitting around the table. One of our first ones is: As an employer, how do you view the role of this Library Media Technical Assistant, and what contribution do you feel that he can make to a Learning Resources Center such as we have in our community colleges? I'll call upon Mrs. Melton for this one.

Vera Melton: Well, I think an LTA can make a most outstanding contribution to a Learning Resource Center. We have them in most of our Community College Technical Institutes, not replacing a professional person, but doing the technical side of the work and doing the same type of thing that these people have just described as their position. Of course, I guess some of the things that our LTA's do in Technical Services is unique to our own State, and not in general.

Rosalind Campbell: We have Mr. Sal Festa from Burlington City Schools, who has employed Mrs. Lindley, one of our graduates from Caldwell Community College. We wonder how he feels concerning Brenda's performance on the job.

Sal Festa: Let me say at the outset, that this person did replace a professional librarian. In our Central Processing Center, this technician has taken over all of the duties that the professional had in classifying and purchasing all of the materials that come through our Processing Center which supplies 13 public schools and two private schools.

Rosalind Campbell: How do you feel that this person in the school media center would operate, Mr. Carruth? (Jim Carruth, State Dept. of Public Instruction.)

Jim Carruth: We are pushing, as hard as we know how, to encourage schools to employ this type of individual, not to replace but to assist, in an effort to free the professional personnel for a little more attention to some of the things that we feel they could contribute but really don't have time to address themselves to. We protest any time we find a system actually substituting a professional with a technician and we won't accept it lying down. We feel the Librarians or Media Specialists should be making a contribution in the instructional programs which the multitude of duties that they have prevents them from making. And only by freeing them of some of these duties are they going to be able to address themselves to some rather important professional tasks, which at this moment and time, are not being attended to by anybody in the individual school program.

Rosalind Campbell: Well, now that brings us to another question that I was going to direct to Mr. Carruth. Is there any point in the future, in the near future, that you see this State [N. C.] as putting this person in with an actual state classification?

Jim Carruth: Well, as I said, we are encouraging the employment of the individual. When I start talking about funding from the state level, I'm talking about an entirely different thing. There are various factors here: one, we have never employed this type of individual from the nine months school fund, other than the custodial janitor or maid, or school food service worker. These are the type of technical or paraprofessional employees hired out of the nine months school fund. We have never had any instructional assistants being employed from the nine months school fund. And when this was proposed and the prebudget presented to the Legislature in its last session, the classroom teacher section, or division, of the State

Educational Association took a rather dim view and openly criticized the action by the State Board and the Executive Staff of the State Department in its preparation of that budget request. I think that opposition has lessened some in the past two years, but that is a purely personal opinion and I don't know whether I have measured the change correctly or not. And, before we are really going to have an enthusiastic employment market, we are going to have to have more library scientists who display the sort of professional leadership of staff that we say they can do. That's it.

Rosalind Campbell: That's good, and we appreciate that last remark here. As you know, we have a state-wide advisory committee (Jim Carruth sat on the committee, as well as Jim Hamlett and Vera Melton) which talked about what we should include in the curriculum. There was much discussion about whether we should have an Introduction to Data Processing Course. It is because of this that I prepared this question: In this day of information networks and on line computers, do you feel that an Introductory Course in Data Processing is necessary - Harry Cooke?

Harry Cooke: Well, I think the students coming out of LTA programs should definitely be aware of the new technology. A lot of the schools now have courses in Data Processing and they are starting to play around with computers more and more. So I definitely think it would be good to let the student be aware of what's happening in this area. That's about all an introductory course would do.

Rosalind Campbell: Well, how about clerical skills? Sal, what clerical skills do you think they should have? Should accounting be a part of it? That was another one of our problems which the advisory committee wrestled with .

Sal Festa: We don't expect our Technician to worry about the Accounting Department.

Rosalind Campbell: Should she understand it?

Sal Festa: She should understand it, because we have a unique situation at our place, where we do a lot of the business work for all of the materials, not just the library or media materials. To have knowledge of it, yes; but not to be proficient at it.

Rosalind Campbell: There was a question here that I was going to ask Phil Ogilvie because in the Public Libraries in North Carolina they have a great many people who have been working there for a number of years. The state offers workshops and in-service training for these people. I'm going to ask Vera this and see if she can answer it. Do you know much about the type of work that is offered in these workshops? Do you think this same type of training could be given in a formal program, like the Library Technical Assistant program? For instance, we know they have a reference workshop and one in children's literature.

Vera Melton: Well, it's only a one or two-day workshop, so you couldn't do in a one and two-day workshop what is done in our program in the institution. You get just a scant smattering of it going across. Just like the gentleman, Dr. Ayers, said this morning about the aides in the Appalachian region. This is a type of a workshop that people in his area were talking about. They have trained and counted as library paraprofessionals those who had one and two-day workshops.

Rosalind Campbell: Sal, I'm going to ask you, if you were given a chance to give a preference, would you give preference to a Library-Media Technical Assistant, or one who was not especially trained in this particular area if you were hiring a new person? And also, would you give preference in pay or in promotion?

Sal Festa: Right now, if I could restore the personnel that was taken away from me last year, I definitely would have LTA's hired. And again, our situation is unique in that we do all the processing in this one center, and then the materials are sent out to the libraries, so the professional person is free to do the type of thing that Mr. Carruth referred to.

Rosalind Campbell: I have another question here, Mr. Carruth. What tasks do you see being performed now by the Media Specialists, in the School Media Centers, which could be accomplished with more speed and efficiency by one of our specially trained Library Technical Assistants?

Jim Carruth: About 50 percent of what they do. I base that now on a study we made in Fairfax County when we asked the Librarians there to analyze what they did, by the hour, on a Monday, and then another week, a Tuesday, and another week, a Wednesday, and so on; and they, in their analysis, said that from 45 to 60 percent of their time was spent in tasks which could have been performed by a clerk-typist, or a technically trained and proficient Assistant, in the acquisition, processing, circulation management procedures that are rather routine in nature. And I don't think that the libraries there were different from what they are in North Carolina. I have made this same statement to groups of North Carolina Public School Librarians, and they don't pull my hair. No. They don't oppose it. By

their silence, they give assent.

Rosalind Campbell: The thing that I have told Gloria and a lot of people in my classes is they can do these jobs better than I can do them, and in half the time. Golly, it takes me all day to type a set of catalog cards. Well, do you have any questions that you would like to address to any of these people?

Question to Mr. Festa: Do you - I'm just wondering about your set-up. Did I catch a note of regret? Do you miss the professional in your Center to direct the processing, because on a large scale, perhaps a professional is needed to be a managerial administrative type of librarian? Do you think an LTA can handle this whole thing?

Sal Festa: I still say, as Mr. Carruth does, that 45 percent of the work being done in the library can be done by this LTA. We take all of these materials through our Center, process them - and this is all the clerical work now.

Question: Yes, I understand. But at the top of it, employing LTA's in the Center which does the acquisitioning, distribution, and processing, such a person should be a professional perhaps. I'm not talking about the individual recipients of the materials but right there, where the work is done. Do I make myself clear?

Sal Festa: You make yourself clear, but I still don't think that the

professional has to be there. We have been operating for two years without a professional.

Question: Well, I'm just asking. You don't feel that a person with background, with a knowledge of what is going on in the field, etc. is needed here?

Sal Festa: This would help. Here again, we have committees in all of our schools that meet with me periodically to talk about what is going on, and this girl sits in with us, and she knows what is going on.

Comment: I would like to know if he feels he ever had a true professional. And you really feel that -

Sal Festa: This girl can do the job.

Question: Well the, what you are doing - I mean, do you really feel she was a professional librarian if a technician could take her place? Do you feel she had a chance to be a professsional librarian?

Sal Festa: No. She was not doing the job that we expected her to do in Public Schools. She was just doing clerical work.

Rosalind Campbell: You were not needing the professional librarian for this position. What you got for this position is what you needed. We have another question.

Question: I would like to pursue that a little further. I gather, this

committee that you get together does the selection. In other words, this is on a professional level. Now I would like to refer to something that Miss Barron said. She mentioned, in Cleveland, and I don't know much about Burlington, there were different ethnic areas in the city. Now presumably, the schools in those districts would want some highly specialized material. I'm questioning whether an LTA, getting a rather varied sort of material - well, she wouldn't find it in a catalog by Library of Congress, or Wilson, or anything else - would know exactly how to prepare it so it would fit in a library, in a particular ethnic library.

Rosalind Campbell: May I interrupt here. I think she is thinking that this person made all the selections. She made no selections. She does the processing of orders.

Question: Does she catalog? Who does original cataloging?

Rosalind Campbell: No. No. Not original cataloging. Although she wrote in a letter and said, "I would certainly have liked to have had some more cataloging".

Sal Festa: Yes, she could use some. All of our requests come on a slip that has complete information. When it gets in her hands, all she does is put it together, put the order together, and get the material.

Comment: You're not processing the book if you're not cataloging. You say you're cataloging in the Center, but you're not.

Rosalind Campbell: Sal, you do not have a professional in the Center, do you?

Sal Festa: No.

Rosalind Campbell: That's what her question was.

Sal Festa: I have no professional in the Center. All the professionals are working out in the libraries.

Question: And when you get your request, it is already classified? Who does that?

Sal Festa: Yes. The professional in the building. We have individual slips for each title. This is all done, and we snap it out, and we send one off to order, and one to the Business Department, and one goes back to the school with the book.

Rosalind Campbell: Do we have any more questions?

Question: I would like to ask you a question, Rosalind. In North Carolina, the LTA set-up, you had the only course until this past year. Have you had any requests, or have you on your side tried to contact the larger city school systems, and what has been the response? There are over 100 public schools in Charlotte, I worked in one for years, but I don't understand why you don't have requests, as capable people as you turn out.

Rosalind Campbell: Well, we do not have a line item with the State Department of Public Schools Instruction. There is no position there. The two people that were hired for the public school system were hired as Teacher Aides with federal money; their salaries have gone up a little bit each year.

Comment: I come from Philadelphia and the Philadelphia Public Schools do hire, they call them Library Aides, but they are Library Technicians, and our program had a special New Careers, funded by the federal government.

Question: Well now, does the federal government then make the difference in adjustment in the salary schedule?

Answer from floor: During training. But they are about to receive - for next year, these people will receive their first contract from the public schools, which will be solely between themselves and the public schools.

Rosalind Campbell: Did you have a question back there? Anyone else with a question? You mean we answered all of the questions? We've done well!

Vera Melton: Thank you Mrs. Campbell and panel and LTA's for the program. We have one person in the audience that I would like to introduce to you before we go on with our program, for fear that he might have to leave. We have the Vice-President of Learning Resources for Central Piedmont Community College, our co-host for this conference, Mr. Worth Campbell. Would you stand for us and let the people see you. Central Piedmont has one of our most outstanding Learning Resource Centers, a very comprehensive center.

THE LTA AT WORK

INTRODUCTION

Vera Melton

To continue our program for this afternoon, we are happy to have with us Dorothy Johnson, who is currently the president of COLT and who has brought with her some outstanding features to talk with you about COLT. Presently, I believe Mrs. Johnson is the Coordinator of the LTA program at Cuyahoga Community College in Cleveland. Part of her presentation will be in slide format as she will show how LTA's are bing used in her area. I now present Mrs. Dorothy T. Johnson.

PRESENTATION

Dorothy Johnson

Thank you, Mrs. Melton. I would like to describe for you a little of what is happening in the state of Ohio in the field of training for Library Technical Assistants. In no way do I intend to convey the idea that what is being done in Ohio is to be emulated. Our Assistant Librarian did a survey last year while she was on sabbatical, and part of that survey took her to various areas of the United States to see junior colleges in particular. She came to the state of North Carolina, and when she came back, she told me that her visit to North Carolina was one of the brightest spots in her whole tour. She meant that in two ways. She was very happy with the kinds of things she saw going on in junior colleges and, of course, she was very happy with the kind of hospitality that you showed her. So, I feel, that talking to North Carolinians about training on the junior college level, and about what we are doing in Ohio may be a bit boring to you.

Let me just briefly outline what is happening in the state of Ohio in this kind of training. I do want you to note on the map of Ohio that across the top of the state are the places where Library Technology training takes place. There is Lakeland Community College, which is located at Mentor - Mentor and Painesville are the large cities in the area. Then, there is Cleveland, and this is where Cuyahoga Community College is located. They have a Library Technology Training Program, as you have heard mentioned this afternoon. Going west, at Toledo, there is Toledo University, The Community and Technical College. Toledo University has a Library Training Program for Technicians. About the center of the state is Lancaster, Ohio and there exists a branch of Ohio University. Lancaster, Ohio University has a training program

for Library Technicians. In the southwest part of the state, at Middletown, Ohio, there exists a branch of Miami University. At that branch there is a Library Technology Training Program. Now, it's interesting that there are five on-going programs for Library Technical Assistants in the state of Ohio. There are plans to inaugurate a program at Blue Ash, which is a suburban area of Cincinnati, where there is a branch of the University of Cincinnati. At Dayton, Ohio, at Sinclair Community College, there are plans afoot for another training program for LTA's. I think it's interesting to see the closeness of these two programs and the spacing of the other programs in the state, and the spacing of projected programs in the state. I think that says a lot for planning. It is a striking example of the lack of planning in some areas; and I think, in certain other ways it shows careful planning. I wanted to say that the program at Toledo, The Community and Technical College of Toledo, is the oldest program in the state. It is something like ten years old. All the other programs in the state are less than ten years. At Cuyahoga Community College, the program is six years old. At Lakeland Community College, the program is five years old. The other programs in the state have come into existence since those programs have. I think that in the early stages of the movement for training Library Technicians in the state of Ohio, there was a lack of consideration to the problems, or perhaps a lack of knowledge about the problems these programs might have. However, Ohio is a new state in the community college field. Our college in Cleveland, in Cuyahoga County, was the first community college of its kind in existence in the state. Toledo Community and Technical College was another kind of college, associated with a university.

The program at Cuyahoga Community College came into existence in a very strange kind of way, we think. We had a new Superintendent, who came to

the county, to the city, to take over the schools, and he was a Superintendent who had a great deal of acclaim throughout the country for the new kinds of programs he suggested and wanted to inaugurate in a school system. And he was welcomed with open arms because we were in trouble in Cleveland with our school system, particularly the elementary schools. One of the things he said he would do for us would be to establish libraries in every elementary school in that city. And immediately the problem arose concerning help for that kind of library program. We had something like 250 elementary schools in the city. If he were going to establish that many libraries, the problem immediately became one of personnel to man the libraries. And the state of Ohio, similar to other states, had some standards for certification for people who were in charge of school libraries. Now, at about the time that Superintendent Briggs came to Cleveland, the Cuyahoga Community College was established and had been on-going for about two years. The idea came about that the college look into the idea of training Library Aides. They were not called Library Technicians or Library Technical Assistants at that time. The Cleveland Board of Education and the administration of the college then got together to discuss the possibility. The schools were very sure that they would need something like 130 people to man the elementary school libraries which were projected in the future. The school board went to work immediately on the project. A Directing Supervisor of school libraries was hired, a person with some national stature who had expertise in planning this kind of library program. When she came and talked with the administration of the community college and the board, she thought it seemed a feasible thing for the community college to provide some kind of training for Library Aides to man the libraries.

Now the plan, as it was originally conceived, would be similar to what happens in New York today in school libraries. There would be Directing Supervisors of libraries by district, and these would be Professional Librarians with Master's degrees. In each elementary school library then, there would be a teacher with a four year degree and a certificate, and a Library Aide, or a Library Technical Assistant (as she became to be known later on). This was the plan. They got together and contacted all of the Directing Supervisors of libraries of any kind in the Cleveland area and formed an Advisory Council. This Advisory Council worked for a year planning, suggesting, advising the administration at the college on almost every phase of the kind of training that a Library Aide, or a Library Technician, would want to receive. The second year after this planning, it was decided that perhaps one or two courses could be offered in the program. They were offered, and they were evening courses. By the next year, it was decided that the college was ready to go further in the program and other courses were offered. By 1966, the Advisory Board deemed it wise to inaugurate the full program. That year a full-time co-ordinator was hired and the program got under way.

The program was characterized by certain aspects which I'm sure you are familiar with. It attracted people who wanted to get back into the job market. It attracted a lot of people who were interested in the school situation in Cleveland and wanted to help to do something about it. We had a very energetic coalition of citizens who called themselves The Pace Association, people interested in developing and expanding and refreshing a tired old school system. These were the types of people we found in our classes. Later on, the complexion of the classes changed, and we began to get people, younger people, who were interested in upgrading themselves on

the job; people who had never thought of the profession, the library profession, as a career, and wanted to try it out to see whether it was the kind of thing that suited them. In the six years that we have been in operation, we have graduated 30 people, which is a very small number of graduates. In the meantime, we have had about 250 people come to our program, take the Library Technology courses, and pursue other interests. For instance, we had people who were interested in the media portion of the program and in becoming Library Media Technicians; or there were people who went back to their jobs and because of the additional training, they were upgraded. Most of the people who came were part-time, and it took them longer than the two years to finish a program. We had great community backing, and we still have great community backing.

During the years from 1966 to 1972, the program has undergone a great many changes. The curriculum has changed; courses have been added. You were talking today about the necessity for a Library Technical Assistant to know something about data processing. Recently, an introductory course in understanding the data processing idea as it applies to library routines has been developed as a course. It is called Data Processing for Libraries. Now, our graduates from 1968 through 1971 have been, as I said, about 30. This June we will graduate about ten more and all of those persons have been placed in jobs. Most of them, as you have heard today from the three LTA's who accompanied me, are doing jobs that they are very much interested in. They like their work, and they feel that they are being fulfilled. I think some may be a little discontent with their salaries. It's an area that needs a great deal of work, and it needs a great deal of work done by librarians. Let me tell you that it is the Library Technical Assistant on our own college campus who has done most about her salary. She has done a

very fine job. The librarians said that they don't know what they would do if she decided to leave, and they told her this. It might have been a mistake to tell her this! She wrote a letter then to the Personnel Department stating what she had been doing, and how she liked her work, but that she felt that she was underpaid. The Personnel Department decided to look into other positions on campus that were comparable to hers and to see if other people were also not being paid a fair salary. They did, and they came up with a catagory called Pre-Professional Support Staff. Then they decided that these people were indeed not being paid a salary that the college could afford or that these people were worth. Just recently they have developed job descriptions for the Pre-Professional Support catagory and inaugurated a new salary for that level of help. And it all began because a Library Technician decided that perhaps a letter in the right place, at the right time, would help and indeed, it did.

The faculty for the Library Technical Assistant Program consists of one full-time co-ordinator, who has a part-time teaching responsibility and part administrative, and two part-time faculty. All the faculty have MS in LS degrees and are not part of the regular library staff. The general education, the business and media are taught by the regular college faculty assigned to those areas. The present enrollment in the Library Science courses is 73 this year. There are 27 persons at other stages of the program making a total of 100 students this current year. The Library Technology classes are held in a classroom located in the college library, equipped with suitable furniture, equipment, working space, typewriters, cabinets, files, shelves, and a book collection for immediate use. The larger collection is located nearby on the same floor. The room is arranged for a working area as well as a lecture area and will accomodate 20 to 25 students at a time. Now, one

of the very sticky items for any kind of program, of course, is budget. The college was not sure whether this program was going to work out, and the first budget we had was a very slim, tentative kind of budget. But as the program grew, the budget increased, and we operate tentatively now on about $20,000 a year for this program. That, of course, includes salaries, full-time and part-time, professional fees, supplies, travel, information and communication, repairs, office equipment, and all the rest of it. We still feel that we need more, but I doubt whether we will get it any time soon.

We have problems, of course. There is a problem of recruitment. There is a problem of placement, although we have not had it in the past. Everybody managed to get a job, simply, I think, because we were not flooding the market; but our graduating classes are increasing and we feel that placement may be a problem in the future. Just yesterday our Governor decided that public libraries were getting too much intangible taxes, and he decided, or proposed, to cut away a part of those taxes and give them to other municiple services. This will leave the libraries short some four to six million dollars. So I think that is going to have an effect on what happens to our Library Technicians if the Governor's proposal goes through. Salaries again become a problem. The Cleveland Public Schools, who in the beginning were actually the cause of our program coming into existence, have done by far the best toward the Library Technical Assistants. They begin at $6,200 with a $200 yearly increment, and the range is something up to $9,000. Another problem, of course (and it's not only our problem too) is definition. The need to describe the LTA in terms of the work he performs, and the need for definition of all our jobs for the 5th-year person, the four-year person, the Library Technical Assistant, the Library Aide, etc. Another problem is

going to be proliferation, I think. You noticed on the map some very closely placed programs. You noticed also that there were a couple of areas very close to already established programs that are being projected for new programs. I think, perhaps, this might be a problem in the future.

Now that very briefly sums up the kind of program at Cuyahoga Community College. There are some things going on in the state that are going to be very interesting to watch. Ohio, for instance, is getting ready to do something about a systems approach for library service in the state. And I think this may have an effect on what happens to the training of Library Technical Assistants, and indeed the training for all librarians. The State Department is becoming interested in our level of education. It has not always been interested in the community college level of training for Technical Assistants. And I don't mean that in any slighting way. The State Department in Ohio has been beseiged by certain specific problems. Now they are getting around to being able to have time to look at this level of education in the same way that they look at the level of education on the fifth-year level and the four-year level. Advisory committees are beginning to be more active in our programs in that state. You may be interested to know that the program that was developed at Lancaster, Ohio was developed under the specific guidance, influence and suggestions of the State Library. This, I think, is a step in the right direction. The State Library has recently brought together all of the Directors of training programs on this level in the state to say, "What is it that you are doing? What is it that the State Library can do for you to help with this program? What are the areas in which we can all work together and solve some of the problems, and make this a more meaningful level of education? Is there some kind of coordination between the two-year level and the four-year level and the

fifth-year level? Should we look at it very closely to see where it overlaps and where it should not overlap?" These kinds of questions are being asked by people who can do something about these problems in the state.

Now I want to describe various uses that are being made of our LTA graduates in different work situations. I have a few slides to illustrate these. The LTA's are in the Cuyahoga area and they are representative of what is happening to technicians in the kinds of jobs that they are holding in the state. We have a graduate who works at our Western campus, and she is a jack-of-all-trades. Her title is Library Technical Assistant A, and that A represents the fact that she has finished the two-year program. She works with students; she takes charge of the periodicals, this library subscribes to about 600 periodicals, and it is her job to see that they are all there, that they are all checked in, and to send the form letters for the ones that are not there. Any sort of mechanical reproduction, etc. is also part of her job. She also operates the media in the library and shows students how to use it. She does very minor repairs on the film, etc. She knows where to refer the problems that she cannot handle with the machinery. She supervises the media center where students listen to tapes. She works with the visual files for periodicals. She supervises the Circulation Desk. Now I must say that this is a branch campus, which, of course, does not have the kind of traffic that the main campus has, and that is why Mrs. Scanner can be used in so many different ways. She trains the Pages. Now, you heard Margaret Barron say that part of her job was to act as liaison between the library and the computer center, and this is no mean accomplishment, as you can imagine. Mrs. Scanner checks the computer printouts to see where the mistakes are so that attention can be called to those mistakes in the computer center. In a vocational high school, we have a graduate in one

of the school libraries. Part of her job is to teach students how to use mechanical devices. Part of her job too, is to work very closely with the librarian. She has strict supervision from the librarian; she checks everything with the librarian. The librarian can depend on her to refer questions and can depend upon her to carry out tasks. In this way she is a completely dependable person. She teaches students to use the mechanical devices, the media, and gets material together for them to use with the machines. She works as a member of a team: a Librarian, a teacher, and a Library Technical Assistant.

Rosalind Campbell: May I ask something right here? I meant to ask it this morning. How do these Technical Assistants feel toward the Professional and vice versa? And this is a good illustration. How does the instructor accept the services of a Technical Assistant? How does the Technical Assistant feel toward the Instructors?

Dorothy Johnson: Well, in the slides I have shown you, very careful ground was laid for the Technician in those particular areas. They were just not thrust on the Librarian without some kind of introduction, some kind of training on the Librarian's part, because as some of you brought up today, it's just as important for the Librarian to know how the Technician can be used as it is for the Technician to know what she can and cannot do. So this is the result of a very carefully laid plan for this kind of teamwork. The Technician was welcomed as a member of the team.

I'm sure it's not always that way. We have had examples showing that it was not. We have a Technician working with the organization of media material in one case. Actually, the cataloging and classifying and the

setting up of the media itself, the software, is a part of the Technician's job. And the Directing Supervisor of Libraries said to me, "The Technician works much better in this way than the librarian does because the librarian in many instances has been used to working with the traditional form of non-book material and does not take as readily to the media. And she would rather not have as much to do with it, so she would rather have the Technician do it." In a library in one of the new schools the architecture itself presented a problem. There were sunken areas; there were balcony areas which housed a part of a collection and needed supervision. With one librarian it was difficult to supervise the areas, so the Technician came in very handy. In another situation the Technician provides, stores, and organizes the tape for the inter-com system that is a part of the library. She also has to check to see that the materials are ready when they are needed and to retrieve them when they are needed. These tasks are just a few general ones which I thought I would mention today. There are so many uses for the LTA!

Carroll asked me to say just a word about some areas that all of us can get help from. And I suppose I ought to say a little bit about the Council On Library Technology since I'm very much interested in the kind of programs that the Council is engaged in. It is a rather new organization, as organizations go. I think it really got started around 1967 - '66 or '67. There has been a great deal of interest generated in the organization by people who feel that this is the kind of education that they would like to be involved in. And this organization acts as a kind of clearing-house for ideas, for mutual co-operation, and is concerned with the Library Technical Assistants themselves as well as administrators, faculty, and anybody interested in the program. We invite you all to join us. This meeting

today is a result of Carroll's energy as a member of The Council on Library Technology. Now the other organization, The American Library Association - I don't have to say anything about the groundwork The American Library Association has put into this level of education - the criteria, the guidelines. Today I was so happy to notice in my folder a brochure put out by The American Library Association on the Library Technical Assistant. Your State Libraries will be another agency for help in this field. Your Advisory Councils are extremely important in advising you about the programs, advising about changes, keeping you informed with what has gone on in the community. I feel that I have not brought you anything new. I feel that you in North Carolina have heard the word and you are going ahead with your training programs, and you are doing it with great precision, with great thought, and will avoid some of the pitfalls and some of the dangers that we, who started rather early, have fallen into. Thank you.

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Vera Melton: Thank you, Mrs. Johnson, for bringing us this information about your program and sharing with us some of the areas of work which the Technicians do. Are there other questions you would like to direct to Mrs. Johnson or members of the panel, or people who have been on the program today, before we dismiss?

Question: I'd like to direct a question to Mrs. Johnson. What criteria do you use to determine admittance to your LTA program, other than regular technical counseling?

Dorothy Johnson: Other than regular counseling? Our college has an open

door policy, so everybody is admitted. The Library Technology Program has a set of standards that require entrance to be based upon high school education, and the person is interviewed not only by the counselor, but also by the coordinator of the program. From this interview, together with the regular college exams that the person takes upon entering, they decide whether the person would make a good Library Technical Assistant. And, of course, we make many mistakes. Many people come into the program and are allowed, or invited really, to take just the first course to see what happens, what they think about it, what their potential may be for the program. And many, upon the strength of taking that one course, may decide that it isn't the program they are looking for, and they may be counseled into other areas. Other than those, we have no special tests for people entering our program.

Vera Melton: Other questions?

Question: I would like to ask a question. At the end of your talk you mentioned that North Carolina is avoiding the pitfalls that you have fallen into, and I would be very interested, for my own education in the LTA program, in knowing what those pitfalls are.

Dorothy Johnson: Well, how much time do you have? I think the main pitfalls occur in not taking enough time in the planning stages. Do you have a sufficient market for the graduates of your program? Will they be able to receive salaries commensurate with their education? Also, will you have any full-time faculty, or will the librarians have to assume all the responsibility for the program? These are questions that should be carefully answered before planning any such program.

Vera Melton: I believe we have run over time now, so if you wish to talk with Mrs. Johnson or any of the panel members, please feel free to stay and do so. We have enjoyed having you all with us today and look forward to hearing from our two speakers tomorrow morning. Thank you.

A NEED FOR LIBRARIES TO REORDER PRIORITIES

INTRODUCTION

Dorothy Johnson, COLT President

Yesterday we talked in very traditional terms. We talked about the use of personnel in a very traditional way. Our LTA's in their presentations told what they did, and the emphasis seemed to be on traditional librarianship. The emphasis in the presentation of employers and even in the questions coming from the audience seemed to be that everything was kind of a status quo in the field of libraries. There was no indication anywhere that people were aware of changes that are going on all about us or that libraries might have something to do with those changes and might find a way to effectively use new personnel in helping to solve some of those changes. That was a disturbing note to me all day yesterday. We kept hearing the phrase, "We will use the library technical assistant to free the librarian," but we didn't say very much about what the librarian was going to be doing when she was freed. Was she simply going to be freed to continue to play her traditional role of collecting and processing and shelving and preserving and handing out across the desks? Because if this is the purpose of establishing a new level of education in the field of librarianship and producing a new type of worker in the field of librarianship, I'm afraid that the efforts of the American Library Association, the efforts of COLT, the efforts of your community, junior and vocational colleges are doomed for failure.

This morning there is a brighter note. I'm sure that you have noticed the topics of the subjects of the speeches this morning. The first A Need for Libraries to Reorder Priorities; the second, Technicians in Future Shock. Those two titles indicate to me that the attitudes I noticed yesterday are

not all purveysive in this field. Our first speaker this morning is Mr. James E. Rogers, who is at present Director of Urban Services at Cleveland Public Library. Now that title Urban Services certainly sounds like something that a library ought not to get mixed up in, but it is an endeavor, an important project, which the Cleveland Public Library has inaugurated and Mr. Rogers is the Director of that program. Mr. Rogers has had the kind of experience which seems to be necessary to direct a program of urban services engaged in by a large public library. He is an Ohioan, receiving his early education in Warren, Ohio and moving on to Iowa and California where he completed his undergraduate degree, majoring in sociology and psychology. From there his record reads very people oriented. It doesn't read so much book oriented as we sometimes feel we have to be in order to further the purposes of a library. He has worked with juvenile groups in the state of California; he has worked with religious groups of young people in that state; and one important thing that I noticed was that he has spent a good deal of time working with political groups in the state of California. He came to our attention in Cleveland as as organizer of groups in the community for voter registration and for purposes of exercising one's constitutional rights through voting. When the library was looking for someone to direct the urban services, the advisory committee interviewed several people and they were not people oriented enough for this kind of service. But when Jim came along, they found the man that they needed whom they felt could do the type of thing that needed to be done in attracting our part of the two-thirds of the population which does not come near a library. And he is going to talk to you this morning about reordering library priorities.

PRESENTATION

Jim Rogers

Thank you, Dorothy. It's certainly a pleasure for me to be here. You know, it's amazing about Saturday morning meetings: everybody seems to either have hangovers from Friday, or they are anxious to catch flights and leave. So this morning I'm only going to provide you with a little exte mporaneous entertainment and hope that something will come out of it. I'm often reminded, when I speak before groups like this, of a preacher who was on his first assignment. He spent all week long getting his sermon together, and on Sunday it rained like heck and only one person showed up. He was at the door waiting to greet the parishioners as they came in and only one person showed up, a farmer. So he said to the farmer, "Since you are the only person who showed up, what would you do?" The farmer said, "Well, I'm a farmer, and when I go out to feed the cows, and when only one cow shows up, I feed that cow." So the minister got up and he sang a couple of hymns, he gave out the morning announcements, he went through his sermon, he sang a couple of more hymns, he took up collection, and he finally had the benediction, and then he stood by the door to greet the farmer as he was leaving the church. He said, "Well, what do you think? What do you think?" The farmer says, "Well, I'm only a farmer, and when I only have one cow, I feed that cow, but I don't give the cow the whole damn load." So, this morning, I don't intend to give you the whole load because I know that I would be here for a while; but it really is an honor for me to be speaking before an organization like COLT.

I feel like a neophyte in terms of the library technology personnel, because when I entered Cleveland Public, to my knowledge, we had not begun to employ, to any great degree, library technology students in our program at the library.

I wanted to open up my talk this morning with a welcome to the struggle, because I think it is a struggle to get the large public systems to begin recognizing the potential and the need for utilizing technological assistants and bringing them into the mainstream of the employment program at various public libraries. When Dorothy was introducing me, I was sitting here thinking about all of the times I have traveled and the kind of things that I have been involved in. Coming out of a little small town of only about 50,000 people in Ohio and ending up in a large city like Los Angeles, spending some time in New York with the Boy's Clubs of America, I have had the opportunity to reflect a little bit about how in small towns you get to know everybody, and sometimes you get to know too much about other folk's business. But, it's quite interesting to note the things we admire here in this country in terms of brother combinations. People had a great deal of respect for the Wright Brothers; some of our greatest heroes are brother combinations, like the Kennedy Brothers, the Mills Brothers, and the Marx Brothers.

When I came to Cleveland, I was brought there by Carl Stokes and Lou Stokes, to head up what they called the 21st District Caucus, to break away from the Cuyahoga County Democratic Party and to challenge that party based on the McGovern reforms which came out of the 1968 Democratic Convention. And it's amazing that Cleveland has never been the same as a city since the Stokes Brothers took over, just as some of the Missouri towns were never the same after the Daltons and the James Brothers. I'm quite sure now that the Cleveland Public Library will never be the same after Urban Services. It was interesting that when I came in, they wanted to get someone who was a non-librarian in training and background to look at and analyze the system. One of the unique things that I think I understand in this country is power, at least political power, and I understand that in systems power usually comes from the top down and very

seldom from the bottom up. And so, the thing that I had to do in coming in and looking at C.P.L. was to understand: 1) the power that was there, and 2) how to utilize that power to help people and open up doors. I had an opportunity about a month ago to go to Memphis, Tennessee, and to evaluate a federal program they have there, utilizing people who are non-library trained people in terms of background but who have some ability to relate to people in the community and to bring book services and library programs to the community level. I think one of the interesting things that has developed is the fact that libraries as institutions have really missed being a part of the social revolution which took place in this country in the early sixties and the first years of this decade.

The interesting thing about Cleveland Public Libraries is that we have an Urban Services Department and this department is charged with trying new and ever better ways of bringing services to the people who are not utilizing library services. Now, on the surface, this seems like a really auspicious concern by a large public agency, but when you look at it and begin to analyze it, there are certain inconsistencies which develop. One of them is that for the last five to six years the Cleveland Public Library has been faced with declining circulation, declining use of the library by community groups and organizations, and finally, in the year 1971 - January of '71 - this new department was created to come in and try to do things to begin getting people to utilize the library again. And it seems to me that the tragedy of the library as an institution is that it usually only <u>reacts</u> to situations rather than being an active agent in <u>causing</u> changes within the community it serves. And so with Cleveland Public Library: their answer to this nonuse of facilities was to create a new department. Usually, if you are going to formulate a new department, I imagine the first thing you would do would be to set up some type of

guidelines for the department; then you would hire a director. Then the director would put together the kind of staff that he would need to try and do the job that he has been charged to do. Well, they did something a little different. They got the staff together first, and then hired a director for the department. And so, when I came in, I inherited a staff that I did not choose and who were traditional librarians. They were all professional librarians and had been in the system from four to seventeen years. And here you have an institution that has missed the changes that occurred in the sixties and seventies. If it had changed and taken an active part in the new community role, there would be no need for an Urban Services Department, or any department to be created to try new and innovative ways of serving people who were not utilizing the facility. It seems to me that this is the way libraries have a tendency to do things. They want to change, but they are going to dictate the terms under which they change. They are also going to make sure that the changes aren't so radical that they might end up with a new system, entirely different from that which they had. They build into the system certain types of controls. It is very fundamental in systems analysis to note automatic changes that occur rather than belated changes to "catch-up" with new concepts. They waited until they had lost over a half-million in circulation to say, "We've got problems." So they answered the problem. When I came in, not only had I inherited a staff that was not of my choosing, but I was also fresh from the political arena in Cleveland.

Having learned the community through working for Carl Stokes (who was then the Mayor of Cleveland) and Congressman Louis Stokes, I had learned a little bit about the inner workings of the city: voting patterns, voter registration patterns, how people have a tendency to vote, etc. One of the things that I feel has been really misinterpreted by an institution like the library are

the riots and things which have occurred across this country in the mid-sixties; they felt that the people were rioting because they were dissatisfied. But I think that in riots the people are saying they want local control over the social, economic and political destinies of their communities. I think this has some implication for institutions serving those communities in terms of involving people and the initial planning of programs to serve those people. My experience with the library institutions serving people is that the libraries go in and impose programs on the community. They sit down around a table (and they did this with my project also) and say, "Gee, that community has a low reading level. Maybe that is the reason they are not utilizing library services. The reading level is too low. They can't read the books we have on the shelf. So, what we gotta do is go in with a remedial reading program. Raise the level of reading ability, and perhaps they will begin to utilize the facility." So then they go out to the community and say, "This is what we have for you. Now don't you think this is great?" And then, people still are not utilizing the facility because the library hasn't included these people in helping to plan out of their <u>own</u> needs and out of their <u>own</u> interests. And one of the very basic things you learn in community work is that all good programs emerge based on the interests and needs of the people that it is geared to serve. Often the needs that people have and what they see as needs are not the same as what the person who is offering the service sees as needs. However, the person offering the program thinks that this is the greatest thing going. They come with this great idea; they go into a community and impose a program upon people. So Cleveland Public Library went through the whole round of projects. They had an American Indian project when I came; they had a Spanish speaking project when I came; they had a Reading Center program when I came there; and none of these programs had worked. So they were still in the throws of trying to find ways of reaching the unreached or

the unserved. One of the things they came up with was that perhaps these people just didn't want to utilize library services. "Maybe we ought to look at closing down some of our branches in the inner-city and go to a bookmobile kind of service, or something like this, due to the fact of the declining circulation at various branches."

Along with this struggle, and it goes parallel with it, is the fact of non-recognition of library technology students as having any value to the library system. And I'm in agreement with Dorothy, to free the librarian, and to free the professional to do what would be one of my biggest concerns, because if I see some of the people around there freed to do what they have been doing, it's going to take another 100 years to undo that which they have half-way screwed up! There were several fights which I took on that were probably not my fights when I got into the new Urban Services Department. One was utilization of LTA's. Many of the people that were LTA's in the program at Cuyahoga Community College were people from the community going to school, getting a technological background into library services, being trained; yet the Cleveland Public Library system had no place to put them. And I think that maybe one of the things that COLT will have to do is what I think my department has done in 1972. This department has become an advocate of services for people and we are going to communities and asking branches to let other agencies use the physical facilities of the branch to bring in services. I think that COLT will have to be an advocacy with large library systems, advocating that they make use in their personnel classification of library technology students. I think there is a strong need for this, and right now in Cleveland Public Library it depends on where you are sitting from the way they rank themselves: some say that we are the third largest in the country, others say that we are the second, and fighting for first; but wherever we are in that rating, it's a

tragedy when you see the fact that a large system like this is only beginning to talk in 1972 about utilizing library technology students in their classification.

About a month ago, the Personnel Director and I had a round. The unique thing about my position is that as Director of Urban Services (we have a strange organizational structure) I am directly responsible to the Director of the Library, so there is nobody that I have to go between in order to get where the decisions are made. So one of the things that happened is that in my department last summer, through a LSCA grant, I employed five LTA's, and I still have five LTA's on my staff, and I'll get to what they are doing shortly. But to give you some insight and indication into the problem that we are faced with is what happened about a month ago. We have what we call Manning Tables for each department. Each department has so many people that they can hire, and they have a budget for that department. My budget runs something like $385,000 for this year. I had new staff positions created in order to be able to take the LTA's who had worked in the initial project and transfer them over into my department. So I went to the Personnel Director in anticipation of finding out where he stood before June. First, I put through a request to have an LTA transfered from the project staff to my staff, and the only catagory I had is what we call the preprofessional, and that is a person that does not have a MS in LS. So I went to the Personnel Director with the request to transfer this LTA over to my regular staff payroll, and he threw the Cleveland Public Library Classification Schedule on me. "You can't classify them as a preprofessional because under preprofessional it says you must have a bachelor's degree, etc." And I said, "Well, this is the only catagory I have to put them in, and so I want them to be classified as preprofessional because a preprofessional entitles them to all the benefits of

the agency, and entitles them to start out at a pretty good salary." We use the Federal Classification Scale. We are all GS, and we go from GS-1 through GS-15. I'm a GS-13, and this particular position I was asking for would be a GS-4 or GS-5, depending at what step on the pay scale the library would hire this person. So we went round and round and finally I got tired of it. So then I sent a triplicate memo: one to the Director, one to the Personnel Director, and a copy to myself, stating the problems I was having with Personnel. So finally the Personnel Director and I sat down with the Director of C.P.L. The Personnel Director had done his homework, so what he came up with was to put the LTA in the catagory of Grade 3. Now in Grade 3 we have our security guards; we have our janitors and janitress; and we have our clerks who can type 25 words per minute. So I was violently opposed to this, to say the least. Now he took a hard-nosed stand with me. He said in no way could I classify them on the same level as a preprofessional who has four years of college and a bachelor's degree. My contention was that LTA's bring more of an understanding of what a library's real functions are than someone who comes out like myself with a BA degree in sociology and doesn't know anything about the inner workings of the library. I think an LTA brings to the job a basic understanding of the functions of a library. And to me, this is much more than what a four year graduate brings unless they have had a minor in library science. So this is the point on which I was basing my views in terms of where they should be classified within this system. To show you how things work, well, it ended with my walking out of the meeting because I refused to discuss the point any further. One of the tragedies of this country is the Liberals. You know, I can deal much better with people when I know where they stand and where they are coming from, be they South, North, East or West. But it is the guy who tells me "Man, I'm for your cause", and when you walk out of his office, he takes your application and puts it in the

file, or throws it in the trash can. But the guy who comes in and says, "No, I'm not going to hire you because you are black", I can deal with that. You know I can relate to that, and I can appreciate his honesty. But this fellow prides himself - he is what I call a "joiner". He joins every damn thing there is. He is a member of the NAACP, the Urban League, and a whole host of other organizations, the City Club, and everything else, and he is in a church that is an integrated Presbyterian Church. The minister is white and a predominantly black membership. So anyway, I ended up calling him a few choice names so that at first he wanted to extract an apology from me. Then he wanted to come in, so he came in around Robin Hood's barn to say, "Now Jim, you know this isn't a personal thing with me. You know we don't have any personal differences, it's just that you and I have taken a position on this". And I said, "Well, you know, I come from the area of politics, and you know, I very seldom differ with the man other than in positions. Because you know, one day you are against the dude, and the next day you have to go to him for support in a piece of legislation that you've got going, so I don't have any problems with that. The problem I'm having here is that I do take it as a personal affront for the simple reason that I don't see how you can get around it being personal, in that you are going to take a group of people and lump them in with guards, and janitors, and janitresses, and a whole host of other low positions."

About two days later he got a call that some people from Tri-C wanted to meet with him and talk about LTA's and about classification, etc. In the meantime, I had written a report. I also had the LTA's working for me to write up a report on the kind of things they were doing. I'll talk about some of those things shortly because I think that in the reordering of priorities in libraries, you should reorder priorities to include human needs as well as

other kinds of needs in terms of services. So anyway, about two or three days later he was to meet with Dorothy, so he came in and said, "Well, can you give me some type of indication of what you feel about LTA's and where they should be classified?" I presented him the reports from my people and my recommendations, and he said, "You know, I think I had better take another look at this because I have not really looked at the value that they may contribute." I think that when Dorothy and her group came in and talked with him, they came out with his agreeing to give a reasonable classification scale for LTA's. I think the salary level will be commensurate with the kind of training they have received and also some of the experience they bring.

The thing I like to talk about is basically how my department has used LTA's. It's really a tremendous thing in that we have got LTA's that not only have the LTA training, or are still receiving the LTA training, but many of them have work experience prior to coming into my department. One lady had worked in VISTA and another person had worked with the Cuyahoga County Welfare Department as a case worker. In my department I have different levels of staff. I have what they call Community Librarians, who are professional librarians with Master's degrees; I have adult Community Workers, who are usually people with Bachelor's degrees but have mostly community organization or community work backgrounds; I have my LTA's, and then, of course, below that is my clerical staff. Now, with the initial project, I was able to set the salary of the LTA's in the project because it was federally funded. And what I was trying to do now was to keep the salary level at the same level, or better, than what they would have been making if they had come over to the regular set-up. Along with that, my department is known as a little United Nations of C.P.L. I was listening to Jerry yesterday, referring to himself as the man they called an Appalachian white man, based on his

experience with a particular program. In my department, I have two American Indians on my staff, three Spanish-speaking Puerto Ricans, two Appalachian whites from West Virginia, and of course, blacks. And the strange thing about this mixture is that I think when you are concerned about people, you find that there are problems which are common to all people who are poor people, or people living in the inner city: poor housing, poor education, etc. The interesting part about it was that when I came to the Cleveland Public Library, they had made no provisions to try and provide services to the Appalachian white, and so I imagine that I have become the Appalachian black man for the library because I brought in the realization of the need to service them. We have about 150,000 Appalachian whites in our population in the city, and I felt that there was a need to serve the Appalachian white because of the problems that they present as poor people. And I think the whole thing of concern for providing services to people makes you begin to look at these services and evaluate them. Then, through working with people you begin to notice the kinds of services which are really needed. Now in my department, with LTA's we have a program with the Urban League Street Academies, which is a program sponsored by the Urban League for school drop-outs. We have three LTA's in this program working at the locations. There are four locations in the city of Cleveland and we have an LTA working with them, providing library services to the students of the Street Academy: teaching these kids, 1) how to do reference work, 2) how to really go and utilize the library, and 3) taking them downtown to the Main Library to tour the facilities. The LTA's also get involved with teachers. The Urban League Street Academy has the same approach as my department in that they don't have people who were trained to be teachers; they have people who have degrees in various areas like psychology and sociology to work with these drop-out students and they use a lot of nontraditional teaching methods. Kids can move in this program at their own pace. They have

no deadlines to finish things. Last year, thirteen out of their fourteen graduates went on to college, and these were kids that dropped out of school. And thirteen of them received college scholarships after they completed the program. We have been involved with them. Our LTA's work with the teachers and help them utilize all types of materials, not only written materials but media materials. We are going into a whole thing with microfiche materials; we use a lot of audio-visual materials with the kids; we set up a lot of field trips and things like this. I have in my department two minibuses, which hold about 15 people each and we utilize these minibuses to take kids on field trips and outings and things of this nature.

The other program we have is one which began when we looked at the community and noted that there are certain agencies which have gained a certain amount of acceptance in the community due to the service they provided to the community. So we went to these agencies and said, "Give us space in here and let us provide the one service that you can't provide to the community, library service, and let us set up a mini-branch." And so, we set up a mini-branch in two settlement houses: one in the Huff Multi-Purpose Center, which is in the heart of Huff, where the Cleveland riots occurred; and the other in Friendly Inn, which is located in a housing project. LTA's in those settings actually run the library. They have set up the card file system. We have a unique check-out system in that the kids can check out the books themselves by simply signing a card, a very simple process, and they don't have to have a library card in order to check out the books or anything else. Also, at Huff Multi-Purpose Center we have something which is unique: kids can check out coloring books and crayolas like they check out a book because many of these kids don't have crayolas or coloring books in their homes. And they can color, and they are allowed to color so many pictures in the coloring books, and they can tear these pictures

out and keep them for their own and return the coloring book until it is used up. This has worked exceptionally well. The other area in which we are going to utilize LTA's in the summer program, as we did last year in our door-to-door type of service, is where we actually knocked on doors in the community and talked with people and asked them about how they viewed their library.

My department is a little unique in that I have three branches that come under my supervision as Director, and these branches are utilized as what we call experimental branches, to demonstrate what can be done with a branch in the community, and also to provide services. We have three types of services: one is out of branches, one is out of existing agencies, and the other is a door-to-door mobile kind of service where we go door-to-door with one of the vans as a mini-bookmobile. And then in the afternoons, it goes back to being a van, a minibus. We took a survey around the branches by taking the branch and putting it in the middle, and then we went four blocks in either direction where people were within walking distance of that branch, and asked them how they viewed the branch. And this was really fascinating. We did this last August, and we did it with LTA students and with some other college students that I had hired during the summer; and the results were that most people in the community had no feelings about the branch whatsoever. They were pretty neutral. They didn't see the branch as playing a meaningful role in the community, but, they didn't have hostile feelings towards the branch. And this to me was a tragedy because the branch had existed there but people had no strong feelings about it one way or the other. In fact, one of the questions asked was, how would they feel if it was closed? And they felt that it could be closed for all intents and purposes because they just didn't feel anything about it. We thought we would get strong feelings either that

they felt we should be doing thus and so down there or that we should be relating to the community like this, etc. No feelings whatsoever. Very neutral. And the tragedy, and I think it has certain implications for even rural situations, is that overworked word "relevancy". You know, you have to be relevant to what's going on, or just be non-existent.

I was a case worker therapist out in Des Moines, Iowa while I was doing graduate work at Drake University, and the Des Moines Children's Home was a treatment center for emotionally disturbed kids. Most of them were either schizophrenic or borderline schizoids. I was what they call a therapist, and we were supposed to work with the kids. We did a lot of behavior modification, a lot of transitional analysis, marathon therapy sessions, a lot of new stuff that was not Freudian oriented. One of the things we used to talk about in terms of trying to describe reality for kids was using something that Paul Tillich said; that reality is having the courage to become a part of what's going on now. And it seems to me that the same kind of reality exists for libraries - to have the courage to become a part of what's happening in communities now. But the tragedy is that the local branch cannot be relevant to the community because it is centrally administered. The branch librarians, before they can have any program in their community, must get clearance from the Director of Branches. We've got 36 branches in our system, and someone sitting downtown on the 4th floor can't possibly know those 36 communities well enough to make an evaluation of whether this program should go in this community, or whether it should not. So what they come out with is a program for every branch that is the same. And there is nobody who can tell me that all 36 communities are identical in the city of Cleveland. So this has been one of our problems, and one of the things I have attacked at C.P.L. is centralisation of administration of branches. Of course, the traditionalists

really go into orbit when I come on with that one. But in my branches I have decentralised and made the branch librarian responsible for important functions as participating in local community meetings and organisations in the community to talk about library services. To give you a perfect example, at one of our branches last September, I attended a P.T.A. meeting to talk to the mothers about possibly even holding some of their meetings there, to talk about preschool story hours, and to talk about doing things with the youngsters who were not in school. At the same time the mothers could bring the youngsters, they could come there for knitting, for sewing, for consumer education, and things like this that they would be interested in while the children's library would be doing things with the preschool youngsters. So after the P.T.A. meeting, the President got up, and she thanked me for coming, and she said, "You know, Mr. Rogers, I've lived in this community for fourteen years; I've been involved with this P.T.A. for over ten years, and this is the first time, to my knowledge, that anybody from the library, from the branch in this community, has ever seen fit to come before a P.T.A. meeting". And this, to me, sort of points up what has happened with a lot of branches in a community; they have existed there, but have not been involved in the community. And I said to the branch librarian, "How much safer can you be than going to a P.T.A. meeting? If you are talking about going to a Black Panther meeting, or the John Birch Society, or something like this, you know, you have to think two or three times. But going to a P.T.A. meeting, how safe can you get with a P.T.A. group?" And yet, no librarian had seen fit to go to the P.T.A. mothers and talk to them about supporting the branch and about the branch wanting to be a part of that community. Now that points up some of the things that we have been able to do with the LTA's. The lady whom I have now, Mrs. Simmons, is a very fascinating person. She had a background in working with VISTA, and the circulation at the place where she is assigned

now is more than some of our branches. And it's really a tragedy, because our branches still are not really reaching the people that we are supposed to be reaching or serving them. We are also trying a little thing that I borrowed from education, a little like team teaching. We are trying a team approach with LTA's and professional librarians and community workers, working together as a team to service a particular community. Some of my people are stationed in the branches to work with the branch staff. And their job is to go out in the community, like the vanguard, and stir up people, attend community meetings, and invite people to utilize the library in that particular community for meetings or anything else. And as a result of this in the three branches where I am, the circulation has increased anywhere from 30 to 75 percent. But the interesting part about it, the really interesting part, is the use of the facility by community groups. At the East 131st Street Branch, the use of the facility by community groups has increased 186 percent over the year before. At the Quincy Branch, the use of the facility by community groups has increased by 131 percent. At the Carnegie West Branch the use has increased by 171 percent in terms of use by the community, and it's circulation has increased over 75 percent. The last month alone, they had a circulation there of over 12,500 for one month! Now, to show you where they have gone, we rank our branches by circulation. Quincy, when I took it over, was 36th in circulation, and it has moved up to 30th in circulation. East 131st was 10th, and is now 6th; and Carnegie West was 12th and is now 3rd. So this is how the branches have moved up using this particular approach that we have tried of bringing services to people. The LTA's, we expect in my department, will be utilized a great deal more because in bringing services to the community. You can use them because they have a technical kind of training so that they have a tool to bring to use to work with people in the community. Because many of them come from the community, they can

help us interpret what the community is saying to us in terms of their needs, their interests, and their concerns. And we have had everything from Paps tests, in our branches, all the way up to offering Sickle Cell Anemia examinations. Now we have not done this ourselves; what we have done is said to various agencies, "Bring the services to people." What we have done is asked the agencies to come in and utilize our buildings, our physical facility, to offer services to people in the community. We have one of our branches now designated as an Adult Education Center by the Cleveland Board of Education, which entitles them to bring in teachers for G.E.D. classes. We have G.E.D. classes at this one branch for American Indians, for the Spanish-speaking to learn English, and for the Appalachian white to get basic education. They have about 8 to 10 adult education classes in the mornings going on at that branch. It is a six day a week branch; it is open from Mondays through Saturdays, and even on Saturdays they have a German class going.

The interesting thing about Carnegie West is that it is situated in an ethnic community that was predominently occupied at one time by Hungarians. This is when I really got in hot water! We had a tremendous Hungarian collection there, so I looked at the Hungarian collection circulation figures and they were only about 16 percent of the branch circulation figure. As the community has undergone transition from predominently Hungarian to Appalachian white, Spanish-speaking Puerto Ricans, blacks and poor whites, I proposed to the branch librarian we take out the Hungarian collection and send it downtown to Main; then we could take over the Hungarian room and use it for providing services to the Appalachian white. It is a huge room and is really a beautiful facility. About a week later I got a letter from the President of the Hungarian Associaition stating that they had requested a meeting with the

Director of the Cleveland Public Library. So we met, and every time that they wanted to discuss something that they didn't want me to be aware of, they broke off into Hungarian. Finally, I told them that if they weren't going to continue to speak in English in my presence, that not only would I move their collection out of there, but that I would move it out of there that very day! We were only going to take part of the collection out as we only wanted part of the space. We sat down and negotiated for a while and finally ended on a peaceful note. The Hungarian circulation is now about 35 percent of the branch, and the Hungarians are having Hungarian Day there next Saturday. The meeting served to at least bring a portion of the Hungarian community back to utilizing the branch, and the collection, needless to say, is still there. We found other space for the Appalachian whites. In fact, we are setting up an Appalachian Culture Center and a library for that whole community. But that was one of the experiences that I have had with C.P.L.

I think one of the real thrusts for an organization like this, and if I can leave with you anything this morning, is that the real potential of the LTA to provide meaningful opportunities for relating to the community as we have used them as community workers, and working with a professional librarian as part of a team to provide services to a community is very valuable. But I do think that there is a real need for a thrust to make the system itself become more aware of the potential of the LTA and the utilization of the LTA. And I know the kind of fight that Dorothy Johnson and other people from the community college will have with the Cleveland Public Library system. I think the real system of the utilization of LTA's, in a large public system, has got to be explored, because this is the next arena that you have got to get people into in order to open up job opportunities. You know, it used to

be in this country that a willingness to work was all that you had to bring to a job, just a willingness to work, and people would hire you. But the real tragedy now is that they tell you that you need more than that. You need a skill; you need training. So you go and get people trained, and then they come out into the work world, and they still are unable to get employment because systems like the one that I am a part of are not geared to absorb them into the system and utilize their talents and ability. And believe me, I have a great deal of respect for the professional librarian but the whole thing is that I do know that the professional in the field has not come to grips with the reality of what the LTA actually brings to the job and is not willing to accept the LTA as anything but a clerk. And I think the LTA is much more than a clerk, and in many cases, much more than a preprofessional - at least in my experience and my opinion in working with them.

Again, thanks for the opportunity to be here; and I did not follow my prepared speech, I haven't gotten off the first page yet. My secretary will probably kill me, because she went through and printed up the speech and I haven't turned from the first page because it seems to me that I could talk more about LTA's without following a prepared script based on the experiences that I have had. Also I wanted to try to help bring to you the real need for large public systems like ours to begin changing their classification system to be able to accept the LTA in a meaningful position, and in a meaningful role within the system other than a clerk, or a janitor, or a janitress, or as a security guard. And I think that this is a fight, and it's a struggle, and you know, it's not going to be an easy struggle for you, because the thing I found with the system is that many of your professionals feel that it's a very holy kind of situation, and that they spent their time and paid their dues to get a MS in LS, and in no way will they allow people to do

those functions which have been the functions of an MS in LS for years. Card catalogs - now I've got some branch librarians that told me, "Mr. Rogers, I can't possibly get involved in the community because I've got all my card files to go through here and get them organized." So, you know, this is part of the problem, and I think it's going to be a real struggle, but I think it is one that you can win because I think the system has to change. And not so much that the system has to change as that people are demanding that the system does change in order to serve them. This is going to be the real thrust this year and next year for me, and I'm going to support Dorothy, through not only hiring LTA's, but also fighting to get them classified at a level that is commensurate with the kind of ability and training that they bring to the job. Thank you very much.

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Dorothy: Thank you, Jim. You can see that Jim is a real ally with our work at Community College. The only thing that I'm afraid of, and I didn't mention this when I introduced him, is what is the library education going to do to Jim?

Rogers: Not much! I'll tell you something. One of the problems I was faced with is the fact that when I began to look at possible changes in the system was that professionals would tell me, "Well, this is the way we have done it all the time, and we know the profession much better than you. We have done this over the years and feel that this is the way it works, and this is the way it has to be done." So the first thing I found with fights like this is that you have to have a union card, and so now I'll get the union card. On May 24th I'll be classified as a professional librarian - I'll have an MS in

LS. And so with the union card, it's another professional attacking the profession; it's not an outsider. They were treating me like an outsider because they were using the system to beat me. I didn't understand the system well enough to know its resources and its liabilities. And so they were using the system to really beat me because everything I proposed would not work because they had tried it. And I would leave meetings scratching my head, and I really began to say, "Is it me, or what is really wrong here because I'm not making any progress?" Because every suggestion I would make would be brought back to me, "This is the way we have done it; we tried that other way and it has not worked, and it won't work, and there is no sense in trying it again. We can show you all kinds of records and reports on trying it the other way that you are talking about and it just doesn't work." I felt that really, I was being rather useless. The first thing I guess you need in systems analysis is to understand the system that you are having to deal with before you can analyze it. Now that I am in library school I know that when somebody tells me about cataloging, I know it can be done a better way. And I know it can be done a much more efficient way. And the way I'm scaring the heck out of those professionals is when I talk about automating certain processes in the library, some of those professionals get to shaking because they know that I'll automate them right out of a job. And I know that it is not coming any time soon, but I do know that there are a lot of things within the system that can be done a lot differently, and a lot better, now that I have a real basic understanding of how the system functions.

Question: One thing that concerns me, and I'd like to ask Mr. Rogers to direct himself to it, is that it seems to me that the community college explosion in the U. S. could be generalized to say that it revolves around giving, what we might broadly call oppressed people, a break. It seems to

me that the library, well, the whole COLT phenomenon, may be just - particularly after what we heard yesterday - raising the level of oppression rather than eliminating it. There is an awful lot of talk about dead-ending, nontransferability. What I want to know is, how do you feel - okay, if you get this pay scale where it should be, you get this responsibility where it should be - is the library technician, the library technologist, going to be dead-ended there? Is there a future? How do you feel about transferability? The slides that Mrs. Johnson showed us yesterday - correct me if I'm wrong Mrs. Johnson - but I believe every librarian was white and almost every library technician-technologist was black, and that alarmed me.

Rogers: Well, in looking at this meeting, when I came yesterday, that was the statement that I made - the tail-end of your statement - that everyone I saw here was white with the exception of one person here before the people came in from Cleveland. In our system, they won't be dead-ended because the system has built in for mobility, to move from one level to the other level based on experience, etc. I think though, that once they get into the system, it is like anything else, they will have to earn their spurs by their performance, and by their production. And I think that this is the thrust right now.

Question: What happens if it doesn't work?

Rogers: Sometimes it doesn't work, but I think in ours it has to because of the nature of where we are located, and the city that we are located in. You know, it makes it a thing that has to work in that the population of the city is 38 percent black, and having the first black mayor of any Eastern city will make the system work in terms of being responsive to oppressed people.

Question: Okay, but getting away from the black-white, the oppressed people, and the Appalachian, etc., I'm wondering - I'm very much afraid, will the professional librarian accept this? And I ask that question to the group here. I suspect the flavor is against it.

Rogers: No, I don't think they will accept it. But it is just like morals: you can't legislate morals, but you can legislate how people treat other people. I think that when you look at the situation the one thing you can say is that you will have technicians and they will be at a certain level in the system; they will have mobility within the system based on experience to move; that whether the professionals care about it or not, it's there, and they have got to relate to that. That's what they have to deal with. And that's what we have done with our system where they can go from 5 to 6, and possibly 7 before they finish the classification. And a GS-7 will make anywhere between $8,000 and $9,000 dollars a year.

Response: Mr. Rogers, when we get enough professionals like you, who know both angles, you can do something about educating the people, and the professionals of the future should be more receptive.

Rogers: Well, the one thing that I really want to say is that I don't think I will be there too much longer because I see the real need to be in library schools, where the curriculum has to be changed to produce the kind of librarians that you need.

Question: I want to know, do the technicians also have to have more education? Will they get their promotions through education?

Rogers: They can do it two ways: experience or education. But experience will be one of the criteria that will be written into it. And there is no way that the Personnel Department can get around me because I was instrumental in helping get appointed the new Finance Director, his title is Finance Director in charge of Administrative Services. And all classifications have to be approved by him, and he happens to be black, and he happens to live about half a block from where I live, and he and I are very close; so we are going to make sure that we have certain built-in things in that classification scale when it comes out of Personnel so that there will be that kind of mobility for the LTA.

Response: I was very interested in your comment on the fact that you feel a need for a change in the library school curriculum, I presume for the professional. I wish you would spell that out.

Rogers: Well, my experience has been with the professional librarians; they seem to come with a concept of everything but service to people. And when I say a concept of service to people, I'm talking about not whether a book is cataloged properly or in its proper location, but service which can take on a lot of things that are non-library related, such as offering voter education programs in a community to people. We had political forums during the last election where we had all the major candidates appear at the three branches where we are located. We offered these branches to be located as sites for people in the community to come and register to vote. Most of our professional librarians don't really know how to serve people other than through a general reference question or a request for a certain kind of material and that is the extent that they have been trained to serve people. The thing that I learned in the treatment of kids is not the first signal that a kid gives you when he is uptight, because that is the wrong signal, but the signal

that he doesn't say to you. And when people come, how can someone whose pride is in the way, tell you that the book you are giving him is not adequate to meet his needs because it is too difficult for him? They will take it home and bring it back and never open it up. And we have that situation because librarians have not had enough contact to know what the real needs of those people are. And what I'm saying, in terms of library education, is more training regarding how to go about servicing people in all kinds of communities and all kinds of settings because I think this is the real meat of going about services - how to do it. I don't find an unwillingness on the part of professionals. The thing that I find is that most of them lack the how-to-go-about servicing people, to really service them other than through reference or through requests.

Question: What about the emphasis on these very super sophisticated techniques in information retrieval in the library? I have a feeling that these courses are highly theoretical, and it would seem to me that this would not at all be the direction that you would go.

Rogers: Right. You are right because I am in a system now where I am not majoring in public librarianship or school, but I am in what they call Information Science, and we are studying all kinds of retrieval systems and the Dean there has a theory on probability, a mathematical theory on probability, a mathematical theory on probability and occurance, a frequency of use of books. It's coming out with modular units on books using a technique of a card, where a human hand never touches the card from the shelf. You put your card in with the request, or you punch a button. If it is sociology, then you punch under there what area of sociology you want the material in, then the thing goes back and retrieves the information from the shelf and

brings it to you. Books are placed on a shelf according to frequency of use, and the books most frequently used are placed at the front, and this kind of thing. But it is a lot of automated processes which is very technical. Retrieval systems and better ways of retrieving information, etc. in terms of getting information into people's hands more readily is what I'm studying now, but it doesn't equip me to come out and work in Cleveland, or in any urban setting in servicing people.

Question: Do you feel that there is a place for this highly theoretical type of education? And if you do feel there is a place for it, how much of a place should it occupy? Should it begin to take up 80 percent of library training?

Rogers: Well, here is the problem I see libraries being faced with. You should have two kinds of staff in a library. You should have an administrative staff concerned with the technical aspects, like data processing, the administration and running of it; and you should have a public service staff, which should be oriented towards serving the people. And we don't have that. You have librarians that are in administrative positions who have never been trained to be an administrator. But they have assumed those positions due to promotions, and due to various other kinds of things. If any of you have read The Peter Principle, you can take the book and lay it over the top of Cleveland Public Library. You've got all kinds of levels of incompetency, because you've got librarians trained to do one thing and asked to do another thing. Number one: to administrate, to run a budget, to allocate money. We just finally got our system out now where we can see where our moneys are, and this is a system that has been in existence for 102 years, because we brought in business people. The Director of Finance

and Administrative Services is a business person, and he has pulled together a system of accounting, an accountability of funds, so we even know where our money was. We didn't even know how many people we had employed until last year because what would happen is when you lose somebody, you would hire somebody. Whether you needed them or not, you would hire them, and then other people would come in and hire people from various areas, etc. But I see that there is a need for this kind of technical training - like it is going to help me in looking at the whole area of cataloging. I just think that cataloging in our system can be done better than what it is done now. And through having this knowledge, I can look at the system and make some kinds of decisions about that particular area. But I think there is a need for the technical people in the system at a particular level of operation. I see them only being --- if you want a percentage, about 20 to 25 percent - and the other 75 percent should be given over to serving people, and meeting people's needs, and working in the community.

Question: Are there programs using innovative methods of teaching librarianship because, frankly, I feel that every program looks the same.

Rogers: Well, that's why I say that part of the problem is that we are continuing to produce librarians who are the same from year to year and have the same training and background from year to year, and maybe we can change that through changing the curriculum. They are going to try a thing at Case Western Reserve next year, beginning in September, where there will be a two year program to train librarians to work in the inner-city. What they will do is go to school for one semester; they will work for one semester in the community; they will come back and go to school for a semester; then they will do field work for another semester. So it's a

two-year rather than a one-year program. But at the same time, it is three departments at Case Western Reserve: The School of Education, The School of Applied Social Science, and The School of Library Science, all working together. They also have a Dual Masters Program at Case that I started out in, but then I dropped out of it. In that Dual Masters Program, you can get a Masters of Science in Library Science and a Masters of Science in Administration, and it is tied in with The School of Library Science and The School of Business Administration. But, it requires that you go 45 hours plus do a thesis, so you end up doing about 51 hours of work, versus the 36 that I am doing now. But I did start out in a Dual Masters Program where I would come out with two Masters, one in Administration and one in Library Science. So they do have those options now in the Library School, but that's only been since last year when we got a new Dean at Case Western Reserve, and they are beginning to look at the curriculum at Case. Wayne State has a program now that I participated in back in December, in training librarians to work in the inner-city, but the thing that I have against their program is that they still are doing much of the theoretical work with the students. I think the whole thing that I am saying is that I would much rather see people trained on how to do things rather than the theoretical aspects of things. How would you put on a program, or organize a program in the community, to provide health services to that community or that area? Or, how would you go about providing voter registration and voter education? How would you go about providing consumer protection and education to that community? One of the big programs we have in our libraries now is Junior Achievement. We have the largest Junior Achievement Center in Cuyahoga County. We have a Center that has eight companies and 381 youngsters involved in it four nights a week at East 131st Street Branch Library. We felt that we were losing the teenage user, so we felt that through providing

Junior Achievement to them, that we would get them coming to the library. Out of that emerged that from 6 P.M. to 7 P.M., before their meeting, is browsing time. They can come and check out books and things, and we will hold them for them, and they can get them on their way out of the Junior Achievement program. They can get tutorial help with their homework; they can get help with their term papers, go there for research, etc; and so the circulation there, and the use of the branch by the teenager, has increased about 200 percent over what it was last year by having these kids in there four nights a week. It has worked, and the library is the center of it; and they meet in the basement of the branch. And not only that, it opened up the door for us to provide education to the kids in the area of business, producing a product, and selling a product. And we put together a specialized collection for the Junior Achievers that tied in. Like if they were working in plastics, we pulled together books on plastics and things like this that they could check out for their companies to go along with the products that they were making. So we tied in library related services to their program and built it right into the regular program at that branch.

Dorothy: Thank you, Jim. I'm afraid we are going to have to cut this off. You can corner Jim during our break, which we will take at this point. Thank you very much.

THE TECHNICIAN IN FUTURE SHOCK

INTRODUCTION

Dorothy Johnson

I don't think I need to say a great deal in the way of introducing Mrs. Newman because I think she is very well known, expecially in this part of the country. You know that she is Associate Professor of Educational Media at Appalachian State University. I have heard of her for many years and when I knew that she was going to be here on this program I kept trying to recall what I had known about her. I remember reading the articles and I do remember that she was one of the persons who started very early in this game of training and being interested in the training of Library Technical Assistants on the West Coast, in Texas and I remember very well the details of the workshop that Mrs. Newman directed at Central Piedmont in 1970. So, we recognize her as a friend, we also recognize her as a believer in trends, and this morning let's listen to what she has to say.

PRESENTATION

Mayrelee Newman

I don't know whether you are aware of the trends in jokes these days, but one of the trends is toward the "good and bad news" joke. I've just come from the annual conference of the American Association of Junior Colleges and I think I must have heard about 2,000 of these good and bad news jokes so it occurred to me to share with you one which I created myself! The good news is this: that we had the previous speaker. The bad news is that I have to follow him! I also have been able to brain-pick a little bit two of my former students who are with you this morning about yesterday's program, which I very much regretted missing. So I've gotten a little feedback on what you are doing and I can bring news from people like Joleen Bock and our occupation-technical education colleagues. I also hope to offer a few things that will be new for you this morning.

One of the things I think I can say is, that we talk a lot to each other when we talk about technician programs, any technician programs. The nurses are no different; AV people are no different. We talk about the problems in our own field, our own profession, but be of good cheer. Libraries may have problems but universities are "out of it" more. Universities are absolutely hopeless. The structure, the misunderstandings, the lack of awareness of what is happening with youth is appalling. And library school faculties may want, in universities, to change the library curriculum. But you know, we can't change it, because somebody in history or philosophy says "they can't do that". Academic councils, tenured professors - all of those rigid things must change, if the curriculum is to change. I'd like to talk to you then today, fragmentally, about trends, about what I hear you have said, about what

I've been hearing said. I'm going to draw on Toffler and Drucker for some ideas. What are you going to do tomorrow? What is the Technician going to do tomorrow? I wouldn't dare venture a real sound guess! All I can do is to tell you what I think is happening, and then it's up to you to make it happen with our profession, because do you know we may be rapidly getting obsolete? Think about it. Are librarians programming themselves for self-destruction? Perhaps a lot of them are. Our problem with acceptance of technical education is one of the symptoms of this illness, when perhaps we are the ones in "terminal" illness, not the technical education people! (They are the healthiest people around.) The elite, effete intellectual snob is out these days. And do you know what may make librarians change? Money. There isn't going to be much money for anything but career education. Commissioner Marland talked on this for an hour Monday and he identified the two-year college as the hope, the only viable thing in career education today. And I applaud that and think it is true. Referring to the question about transferring terminal programs, don't please, please, PLEASE say "terminal" to me! Nobody is going to die if I can help it. Whether it is a developmental studies student from the inner-city, a poor Appalachian white, or myself, (I'm disadvantaged next to Kenneth Clark, you know), I am of the opinion that we have got to stop using that word about technicians. For at least 5 years, AAJC has worked to get that word terminal out of the descriptive category but it seems that the library profession just discovered it! I believe that the greatest thing from the Nixon administration is that it has talked about "equal educational opportunity." They don't give you any money to do it with, but they talk about it. Hopefully, the money is coming. That is the only place where the little bit of money we can shake loose is going to go. When we talk about "equal educational opportunity," we turn the library school curriculum upside down, because equal

educational opportunity deals with entry levels of people.

One of the things that is happening everywhere, as in Cleveland, is that libraries, in order to support this equal educational opportunity thrust, are becoming "Learning Centers." In the last three months I have read proposals for up to seven million dollars to try to do some of the things Cleveland's urban program is doing. In places like Seattle, where to have a graduate degree is the greatest disaster going, graduate engineers can't even earn enough to buy a can of soup. As Dr. William Moore, an eloquent black professor from Ohio State University, says, "Anybody who lives in the inner city knows how to make the heat bill stretch; these engineers are dumb." In other words, they haven't got the basic living skills of the inner city, or of the Appalachian mountaineer. Sheer survival. We've been so busy learning the liberal arts (which has also been the focus of library education) that we have forgotten about sheer survival. Now community Learning Centers offering opportunity without threat to everybody are what we're talking about. That's where the action is, the money is, and that's now, not tomorrow, not "Future Shock."

This last quarter I taught a course about learning labs. You ask, "What are technicians going to do? What are professionals going to do?" What do you know about basic reading programs? What do you know about alternate learning pathways for somebody from the ghetto who can't read to begin with? You had better learn. You had better get busy and you had better get a lot of qualified technicians to help you do these things which we are surely going to be doing. Real outreach! In Wayne County, Michigan, (one of the places that Associate Commissioner Lamkin of BLET mentions frequently these days) is the Wayne County Community College - a "college without walls" -

which uses the public library, the book stores, anything it can find as a library. The library centered, revolving session, this week at AAJC focused on community outreach, on such cooperative efforts by different types of libraries to offer "learning lab" experiences. One of the most articulate speakers was a young high school librarian, chicano; her name is Mrs. Cotaris. Mrs. Cotaris didn't say one blessed word of Dewey Decimal; instead she talked about people and programs, how to do it, and what you need. She didn't talk about "technicians" at all; she talked about high risk students (as we might identify them), the ones who haven't even been able to finish public school. She is getting Federal money to train such people to be technicians.

When we talk about "articulating" the technician program, every state, every community, every factor is different locally and regionally, and you have got to fight the good fight for the IMTA where you are. National trends are for you, and it is highly probable that within a decade, all two year programs from technical institutes and community colleges will no longer be, in any sense, a terminal for some people. The upper division of a university will begin to accept those two year programs, which in technical fields are often far more demanding than Freshman English. They are going to accept them and give them credibility, as we do at Appalachian State University right now in the Bachelor of Technology Program. More and more, the four year liberal arts education is not going to be the only way to go. Career education will be articulated down into the grades, beginning with kindergarten, in a more realistic form than our "neighborhood helpers, (the Dick and Jane, We go see the fireman, We go to the library, and so forth) formats." Educators are beginning to think in terms of the world of work and cooperative education is "in" again. At the University of Washington Library

School we had an internship program, one of very few in the country. Now, they are a component of nearly every library training program that was federally funded at the graduate level this year. So that's a trend thing. The social reform trends are reflected in the urban league street academies that the previous speaker talked about. The need exists to get out and help technicians move up the career ladder and then when they move up, not to qualify them on the basis of, "Are you from an ALA accredited school?" Or, "Are you a holder of a high school diploma?" Students can qualify through CLEP, (a system of college entrance by exam or college credit by exam) or can take GED's, or other competency based alternatives. We have many, many adults desperately in need of learning skills that the public library stands in position to give them, but we have often ignored them. We are going to have to have this kind of outreach in our technician training philosophy and practice. Sometimes a learning it on-the-job person knows more than one who goes to school nine-tenths of the time.

We need models of success to validate these philosophies. For example, in El Paso, Texas the president of the new community college is Alfredo De Los Santos. Dr. De Los Santos earned his associate degree at Laredo Junior College. He received his baccalaureate and master's degree at the University of Texas in Library Science. He earned his doctorate in library science on a fellowship. He is the librarian turned college president, and he is a leader of his minority group in AAJC, and is a model for all of us to admire. He is everything that B. Lamar Johnson, who is another library-dean turned great leader, has represented for many of us majority whites. Those are the kind of people we need to work with, encourage, and offer career opportunities to. They have upward mobility. Usually they are told they can't advance.

We are all aware of resistance to change, so next let's talk about the trends that we are going to have to live with, whether we want to or not. These are based on Toffler and Drucker, and they are fragmental. The rate of change has implications apart from, and more important than, the directions of change, causing, Toffler's "future shock," and requiring adaptability. First, then, don't ever begin thinking about what you did in libraries, think about what you are going to do! Get a future focus. When I talk to students about systems and instruction, they can't get away from the concept of the classroom, the teacher lecturing, and the standard textbook. It takes a whole quarter to break down that concept, because they are not adaptable.

Think about the obsolescence of data. The book Future Shock is obsolete already. "Tex-Tec" was obsolescent before it went to press. Things don't last. Things change so fast. A person can run all the time and still be behind. You can see the vanishing point, where you're trying to be. It's like the universe; it's running away faster than you can go. Toffler says that children at twelve are no longer children. Have you noticed that? And adults at fifty don't know as much as a 12 year old. We are caught in a technological and information explosion. The tools to create information systems exist. At a meeting in mid-December to talk about the use of the new communications satellite for tele-communications in Appalachia, plans to reach the rural deprived in the Rocky Mountains, in Alaska and hopefully in Appalachia via TV were presented. That is going to affect the library. This will be an information system reaching remote rural citizens. LMTA's should be involved, too. Next, microforms. These can now be used to teach by carrousel projection of computer based technology. At Orange Coast College in California, students study programmed microfiche. We need microform technicians, hundreds of them. We need LMTA's to work with TV, and with the computer.

All of this comes back to the fact that many futureologists say, knowledge is the business of the future. Librarians have always been knowledge scientists. What is lacking, Drucker says, is the "light bulb", the Edison-type invention that will help us catalyze our potential. By the late 1970's, he says, knowledge industries will account for one-half of the national product. That is to say, every other dollar earned and spent will be to produce and distribute ideas and information. So, think future. Think of the knowledge systems which librarians have always organized and retrieved for their users with a much wider user base than we have ever reached. Librarians are the only people on the ground floor, so let's not miss the elevator.

Here are some knowledge facts: between 1450 and 1950 there were thirty million books published. That's a 500 year span. In the last 25 years an equal number have appeared. Are librarians really going to be out of work? The future, somebody has said, is guerilla country. Drucker has pointed out in his Age of Discontinuity, there are four major areas of critical change. First, genuinely new technologies are upon us. Second, we face major changes in the world's economy and we haven't a system to cope with it. McLuhan says we are a global village. Put this in the terms of the businessman. We have a global economy in which today is yesterday. Allen Watts says we are "Los Angelyzing the world". When one stays in a Holiday Inn, he could be in Toledo or San Francisco or Miami or Boone. It's the same bedspread and it smells the same. The man from New York needs to sell his product in the international marketplace and have access to international information, however. To meet this challenge, libraries are trying international bibliographic techniques. Dr. Jerrold Orne, librarian of UNC at Chapel Hill, can talk about progress with nations on the international standard book number system. That is the future present. So is an international standard periodical number. The inter-

national standard book number will be globally adopted. That is one of the things that is happening now. Third, a political matrix of social and economic life of the future is beginning to materialize: the "pluralistic society" that so many of us talk about. That is why libraries can't be what they used to be. That's why they are becoming multi-media operations. They must now serve people who don't learn by reading. There are other ways to know and learn. Fourth, knowledge has become the central capital during the past few decades, the cost center and the crucial resource of the economy. And in spite of the present recession, this is true.

There is bad news that is with us related to the present economy. Employment is not easy to find, and many professionals are applying for technicians' jobs. Nevertheless, if knowledge is the central economy, there is a job to do. All we have to do is learn how to get out and communicate about all our strengths and what librarians can do most effectively about information systems, and about the preparation of technical support personnel. Think about this. If knowledge is the central, the very most important industry, this must change labor forces and work, teaching and learning, and the meaning of knowledge and its politics. Knowledge is a kinetic thing. On the other hand, data and information are static things. The knowledge industry is moving - it's happening, it's active.

Now relate this to Future Shock. One of the things we know is beginning to happen is the death of permanence. Feeling this is part of Drucker's sense of discontinuity. No longer can you count on anything being the same. (It's like reading Tarot cards. In five minutes a Tarot reading can change.) Knowledge is in a fully accelerated upward curve. In publishing, for example, the number of scientific journals and articles is doubling every

fifteen years; the U. S. government generates a hundred thousand reports a year, plus 450,000 articles, books and papers. There is no dearth of things that need knowledge management, and people to manage them, including technicians. Another factor to think about is transience. Toffler says we live in a throw-away society. People are nomadic; they move everywhere. Some of them are going to be living under the sea; some of them are going to live in caves. Modular man can be picked up like a Holiday Inn room and moved everywhere. Maybe there will be cyborgs, people developed in exact duplicate, genetic facsimiles. Toffler goes on to discuss "Ad hocracy", the task force approach. Groups are formed to solve problems and then they dissolve, or they should, to be succeeded by another group to meet another new challenge. The accelerating pace of activity creates problems faster than solutions can be found. Information is the key necessary to all these challenges and it has a kinetic image. It is not stored back in the archives. It is active, materializing. Next, there is novelty. Everybody wants something new. After the first moon landing, why watch another moon landing? One of the books that was a standard purchase in libraries was by Moulton, a book on astronomy. In it he said people shouldn't talk about going to the moon because they would never get there. That book is probably still on a lot of library shelves and demonstrates one of the things that happens over and over. Things that we accept as basic tenets are proven invalid in this discontinuity that we are experiencing.

There is such diversity that we have overchoice. People don't know how to select. Is this not a knowledge industry function, to help people select, to help them to know and to use knowledge? We see a facet of overchoice in existing sub-cultures, such as the hippies and the Black Panthers. People choose, and just for identity they cling to a choice. But nobody knows what

the limits of our adaptability are, how much of this we are going to be able to take without complete breakdown. The human body has trouble adjusting to going back and forth through time zones in a jet. Strategies for survival haven't been tested. It would seem that technicians in great numbers could help humans cope with these factors. Librarians often double as counselors. This role has a paraprofessional counterpart in peer counseling approaches. With the population explosion, more people will be needed to help to contend with information and decision making. Perhaps enclaves are necessary for those who wish to be librarians of the past, to meet with others and retreat from all of this future shock. Unless technicians are trained, how will we "book people" maximize the good potential of TV or computers? What is the social life of the future going to be like? Will the nuclear family survive?

Consider knowledge workers and what is happening to them. The systematic and purposeful acquisition of information and its systematic application are emerging as the new foundation for work, productivity, and effort throughout the world, according to Toffler and others. So there is a demand ahead for knowledge workers, and it seems insatiable. These jobs are for highly trained post-secondary technicians and professionals. They are not clerical filing jobs. In some cases, they are jobs that we have been doing for years, I think, in a very primary, primitive way. Knowledge work does not lead to a disappearance of work. Instead, it creates new jobs and careers, ones that permit outreach in a pluralistic society. It has been found in computer centers that positions proliferate as new programs are identified. But they are different positions not encompassed in Dr. Asheim's position paper or the ALA guidelines for LMTA's. As with so much else in print, such documents offer a rear view mirror look at technicians. Already, these mileposts have

been left behind.

Knowledge does not eliminate skill, it requires development of more skill. Knowledge is a foundation for skill development. Technicians are not apprentices; they are skilled specialists at a middle level. We used to talk about "ladders" from which the clerk could articulate to the technician ladder, and the technician to the professional ladder, via bridges of further education and training. Experience alone could not move one to the next ladder, only up the rungs. That is an apprenticeship type of training with limited mobility, the "terminal" aspect, and little creativity or flexibility. On the other hand, a career lattice allows a person to start in as a student assistant in a high school, threading projectors or paging books. Later, he might get into an LMTA program with the library emphasis, but with some experience in media production or service. Such curricula lead to greater career mobility - upwards, sideways, or even diagonally. As in a chess game some pieces can't move certain ways under present ladder concepts. With a lattice, every individual has the optional moves of a queen instead of limitation of a pawn or knight. Think about that in terms of developing people who have that mobility, particularly to meet the present career crisis. Develop people who can go into schools, as Dr. Ayan's presentation demonstrated. A school administrator may not care about library technician programs. What he wants is somebody who can help the teacher; somebody who can thread a projector; and somebody who can "take care of" the library. You give LMTA's those skills so they can move back and forth, and then, as they find where they belong, they can go up a little ways. If they want to change - it is easy to begin moving diagonally. Create new skills, broaden, don't do that narrow apprenticeship thing. Career education with a broad base will cross-train technicians for all kinds

of facilities. Expanding knowledge foundations should require technicians and professionals who can put these skills and tools to work.

Think of knowledge as a form of energy. It is information put to work, and if you use knowledge technology kinetically, you may be able to place more graduates from technician programs than you can ever produce. What is more important, if you do this, if you do it thinking of the trends just mentioned, particularly if you do it with those who have been promised the American dream but have not been given one bit of support to realize it until the past few years, someday, when you take somebody from an Appalachian mountain cabin or somebody from the inner city to lunch with you, and he says to you "I never thought I would be here. I am proud of my country. I'm proud of the opportunities I have had, and I hope I can help other folks", then you know what it's all about. Librarians as knowledge purveyors and managers, are in a struggle for survival that can only be met by this kind of dynamic involvement with people we have previously not seen as we walked down the street, tomorrow's LMTA's, helping us all cope with Future Shock.